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SPEECH MONOGRAPHS

VOLUME XXII—No. 2

JUNE, 1955

A BIBLIOGRAPHY OF RHETORIC AND PUBLIC ADDRESS FOR THE YEAR 1954

FREDERICK W. HABERMAN, *Editor*

in collaboration with Paul H. Boase, Oberlin College; Donald C. Bryant, Washington University; Douglas Ehninger, University of Florida; Alfred Galpin, University of Wisconsin; Mary W. Graham, Brooklyn College; Renato Rosaldo, University of Wisconsin; Donald K. Smith, University of Minnesota; Edward Stasheff, University of Michigan; Luitpold Wallach, Cornell University.

This bibliography includes the more important publications on rhetoric and public address appearing in the year 1954. It lists publications from the major fields of study producing work of interest to scholars in rhetoric and public address. The staff invites readers to send in significant items which have been overlooked. Books and articles which appeared between 1947 and 1953 are listed if they escaped notice in the bibliographies for those years [QJS 34(1948).277-99; 35(1949).127-48; 36(1950).141-63; SM 18(1951).95-121; 19(1952).79-102; 20(1953).79-107; 21 (1954).79-107]. In all cases where no date is specified in the entry, the year 1954 may be assumed.

The list of abbreviations does not include all the journals examined by the staff, nor all the journals cited in any given issue of the bibliography. Rather, it lists those most frequently cited, changing slightly from year to year.

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ABBREVIATIONS

AAA	The Annals of the American Academy of Political and Social Science	JHI	Journal of the History of Ideas
AHR	The American Historical Review	JP	Journal of the Illinois State Historical Society
AI	Annals of Iowa	JPer	The Journal of Politics
AJP	American Journal of Philology	JPsy	Journal of Personality
AL	American Literature	JSH	Journal of Psychology
AM	The Americas	JSI	The Journal of Southern History
AmQ	American Quarterly	JSP	Journal of Social Issues
AP	American Psychologist	ML	Journal of Social Psychology
APSR	The American Political Science Review	MLN	Modern Languages
AS	American Scholar	MLQ	Modern Language Notes
ASR	American Sociological Review	MP	Modern Language Quarterly
BA	Books Abroad	MVHR	Modern Philology
BCr	Bulletin Critique du Livre Français (Paris)	N	The Mississippi Valley Historical Review
BHPSO	Bulletin of the Historical and Philosophical Society of Ohio	NEQ	The Nation
BJP	British Journal of Psychology (London)	NH	New England Quarterly
CH	Current History	NRFH	Nebraska History
CJ	The Classical Journal	NYH	Nueva Revista de Filología Hispánica (Mexico City)
CM	Classica et Mediaevalia	NYHTB	New York History
CoR	Contemporary Review	NYTB	New York Herald Tribune Book Review
CP	Classical Philology	NYTM	New York Times Book Review
CQ	Classical Quarterly	OSAHQ	New York Times Magazine
CR	The Classical Review	PA	The Ohio State Archaeological and Historical Quarterly
CSSJ	Central States Speech Journal	PMLA	Parliamentary Affairs (London)
EJ	English Journal	PNQ	Publications of the Modern Language Association of America
ELH	Journal of English Literary History	POQ	Pacific Northwest Quarterly
EPM	Educational Psychological Measurement	PQ	Public Opinion Quarterly
ERB	Educational Research Bulletin	PR	Philological Quarterly
H	Hispania	QC	Psychological Review
HAHR	Hispanic American Historical Review	QFRT	Quaderni della 'Critica' (Bari, Italy)
HLQ	Huntington Library Quarterly	QJS	Quarterly of Film, Radio and Television
HR	Human Relations (London)	QR	The Quarterly Journal of Speech
IJOAR	International Journal of Opinion and Attitude Research	RBC	Quarterly Review
It	L'Italia che scrive (Rome)	RBPH	Revista Bimestre Cubana (Habana)
JAERT	Journal of the Association for Education by Radio-Television	RES	Revue Belge de Philologie et d'Histoire (Brussels)
JAP	Journal of Applied Psychology	RHA	Review of English Studies (London)
JASP	Journal of Abnormal and Social Psychology	SA	Revista de Historia de América (Tacubaya, Mexico)
JEE	Journal of Experimental Education	SeR	Speech Activities
JEGP	Journal of English and Germanic Philology	SHQ	Sewanee Review
JEP	Journal of Educational Psychology	SM	Southwestern Historical Quarterly
JExP	Journal of Experimental Psychology	SP	Speech Monographs
JGP	Journal of General Psychology	SR	Studies in Philology
		SSJ	Saturday Review
		ST	Southern Speech Journal
			The Speech Teacher

TAPA	Transactions of the American Philological Association	USQBR	United States Quarterly Book Review
TCR	Teachers College Record	WMH	Wisconsin Magazine of History
TLS	Times Literary Supplement (London)	WMQ	The William and Mary Quarterly
TS	Today's Speech	WS	Western Speech
		YR	Yale Review, new series

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7. DISCUSSION

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An evaluation of the Philadelphia Discussion Group which over a ten-year period met for 50 group discussions of current public issues.

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"If [discussion] cannot penetrate the crust of common sense or transcend the particularities of gossip, it is a wasteful luxury and a miserable failure."

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Storey, Alfred W. A study of member satisfaction and types of contributions in discussion groups with responsibility-sharing leadership. Ph.D. dissertation. Univ. of Michigan Graduate School.

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_____. The influence of committee discussion and debate on student thinking: a study of the Delta Sigma Rho congress of 1953. *Gavel* 36 (1954).66-73.

GRADUATE THESES AN INDEX OF GRADUATE WORK IN SPEECH, XXII

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SECTION I

There are 852 graduate degrees in Speech listed in this report for the calendar year of 1954. Of this total 421 were Master's degrees in which a thesis was submitted as part of the requirement, 297 were Master's degrees in which a thesis was not a requirement, and 134 were Doctor's degrees. We have listed 119 graduate schools which have granted one or more graduate degrees in this field; of these 108 responded to our request for data on 1954. Of the eleven not responding, six are listed in the report of the United States Office of Education as conferring no graduate degrees in Speech and Dramatic Art during 1954.¹ Five others are listed as conferring twenty-two Master's degrees in the field. This report also indicates that 1.29 per cent of all Master's degrees, and 1.63 per cent of all Doctor's degrees in the academic year ending in 1954 were conferred in Speech and Dramatic Art. The request last year for reporting known errors or omissions in these reports did not produce a single letter.

¹ Mabel C. Rice and Neva A. Carlson. *Earned Degrees Conferred by Higher Educational Institutions 1953-54*. (Washington, U. S. Department of Health, Education, and Welfare, 1955) pp. 82-83, and 6.

The names of three institutions appear in these reports this year for the first time: The University of Arkansas, Fresno State College, and George Pepperdine College. Washington University reports its first degree of Doctor of Philosophy in Speech in 1954.

Table I is arranged to show institutions which have conferred graduate degrees in Speech and Dramatic Arts, the number of graduate degrees of each level conferred during 1954, and the total number of degrees reported to date in this series.

The list of graduate schools is arranged alphabetically in Section II. Under the heading for each school, the year in which the degree was conferred, the specific title of the degree, the names of the recipients of each degree where a thesis was offered to meet part of the requirements for the degree, and the titles of the theses are listed. The names and thesis titles are numbered consecutively from the report of the preceding year.

Section III is an index of the subject matter of the dissertations as suggested by the titles. The numbers of doctorate dissertations in this index are followed by an asterisk.

TABLE I
INSTITUTIONAL SOURCES OF DEGREES GRANTED AND ACCUMULATED TOTALS

	MASTER'S DEGREES				DOCTOR'S DEGREES		
	With 1954	Theses To Date	Without 1954	Theses To Date	Total 1954	Total 1954	Grand Total
Akron, University of		2			2		2
Alabama, University of	(8)	76		3	79		79
Arizona, University of		5			5		5
Arkansas, University of			(2)	2	2		2
Art Institute of Chicago	(6)	28		11	39		39
Ball State Teachers College	(1)	12	(1)	1	13		13

TABLE I—Continued

Baylor University	(5)	43	(8)	26	43		43
Bob Jones University		9			35		35
Boston University	(22)	103		3	106		106
Bowling Green State University	(3)	28			28		28
Bradley University	(1)	8	(1)	11	19		19
Brigham Young University	(2)	10			10		10
Brooklyn College	(9)	51			51		51
California at Los Angeles, U. of	(11)	48	(7)	39	87		87
Carnegie Inst. of Tech.		39		1	40		40
Catholic University	(23)	163			163		163
Colorado, University of	(1)	24			24		24
Colorado State College of Education		14	(10)	20	34	1	35
Columbia College, Chicago					43		43
Columbia U. Teachers College		5	(55)	1283	1288	(4)	1348
Cornell University	(6)	180		34	214	(3)	286
Denver University	(2)	304	(14)	43	347	(7)	399
De Pauw University		3			3		3
East Texas State Teachers Col.				1	1		1
Emerson University	(5)	39			56		56
Florida, University of	(6)	49			49	(2)	52
Florida State University	(3)	19			19	(2)	22
Fordham University		15			15		15
Fresno State College	(2)	2			2		2
George Pepperdine College	(1)	1			1		1
George Washington University		5			5		5
Grinnell College		1			1		1
Hardin Simmons University		2			2		2
Hawaii, University of	(2)	27			27		27
Houston, University of	(1)	4			46	1	47
Illinois, University of	(4)	59	(13)	92	151	(9)	170
Indiana State Teachers College	(1)	16		13	29		29
Indiana University	(4)	56	(6)	10	66	(1)	67
Iowa, State University of	(12)	722	(10)	108	830	(14)	160
Ithaca College		3			3		3
Johns Hopkins University		6			6		6
Kansas, University of	(7)	29			29		29
Kansas City, University of		3			3		3
Kansas State College	(1)	10		1	11		11
Kansas State Teachers College		2			2		2
Kent State University	(2)	34		1	35		35
Kentucky, University of			(1)	2	2		2
Louisiana State University	(5)	182			182	(3)	43
Maine, University of		2			2		2
Marquette University	(2)	54		1	55		55
Maryland, University of	(1)	11			11		11
Miami, University of		2			2		2
Miami University	(1)	17			17		17
Michigan, University of	(34)	382			503	885	960
Michigan State College	(13)	82			82	5	87
Mills College		2			8	10	10
Minnesota, University of	(7)	84	(5)	60	144	(3)	23
Mississippi, University of		5			5		5
Missouri, University of		44	(5)	14	58	(2)	10
Nebraska, University of	(6)	48		5	53		53
New Mexico, University of		4			4		4
New Mexico State College		8			8		8
New York University	(1)	2	(8)	77	79	(3)	19
North Carolina, University of	(14)	72			72		72
Northwestern University		280	(56)	996	1276	(17)	170
Notre Dame, University of		1	(1)	1	2		2
Occidental College	(2)	4		3	7		7
Ohio State University	(15)	194			194	(10)	45
Ohio University	(3)	53			53		53
Ohio Wesleyan University		33			33		33
Oklahoma, University of	(5)	86			86		86
Oklahoma A. and M.		1			1		1

M.A.

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TABLE I—Continued

43	Oregon, University of	(4)	24	(2)	5	29		29
35	Pacific, College of the	(1)	38			38		38
106	Pennsylvania State University	(13)	59	(3)	23	82	(2)	11
28	Pittsburgh, University of	(6)	42			42	(3)	7
19	Purdue University		26	(7)	30	56	(12)	21
10	Queens College	(1)	6			6		6
51	Redlands, University of	(2)	29		5	34		34
87	Richmond Prof. Inst.		7			7		7
40	Rockford College		2			2		2
163	Saint Louis University		7		3	10		10
24	San Francisco State College				14	14		14
	San Jose State College	(1)	2			2		2
35	Seventh Day Adventist Theological Seminary	(2)	7			7		7
43	Smith College	(2)	25			25		25
286	South Dakota University	(3)	42			42		42
399	Southern California, U. of	(16)	301	(9)	449	750	(6)	79
3	Southern Illinois University		5	(1)	3	8		8
1	Southern Methodist University	(1)	12		2	14		14
56	Staley College		3			3		3
52	Stanford University	(11)	152			152	(9)	31
22	Sul Ross State College	(1)	6			6		6
15	Syracuse University	(3)	53	(28)	97	150		159
2	Temple University		14	(7)	15	29		29
1	Tennessee, University of		15			15		15
5	Tennessee Agric. and Ind. State College	(1)	9			9		9
2	Texas, University of	(4)	85			85		88
27	Texas Christian University		10			10		10
47	Texas State Col. for Women	(5)	35			35		35
170	Texas Technological College		2			2		2
29	Tulane University		2			2		2
67	Tulsa, University of	(5)	10			10		10
990	Utah, University of	(4)	67			67		67
3	Utah State Agriculture College	(4)	9			9		9
6	Vanderbilt University	(6)	10	(1)	1	11		11
29	Virginia, University of	(2)	21	(4)	10	31		31
3	Washington, State College of		23	(1)	4	27		27
11	Washington, University of	(6)	179			179		179
2	Washington University		4			4	(1)	1
35	Wayne University	(5)	81	(10)	81	162		162
2	Western Reserve University		1	(17)		375	(3)	13
225	West Texas State College	(4)	17			17		17
2	West Virginia University		14	(1)	2	16		16
55	Whittier College		19			19		19
11	Wichita, University of		21			21		21
2	Wisconsin, University of	(19)	476	(1)	50	526	(9)	140
17	Wyoming, University of	(2)	5	(2)	3	8		8
960	Yale University	(27)	260		172	432	(1)	20
87	Totals		421	6,149	297	4,819	10,968	134
167								1,103
								12,071

SECTION II

TITLES

UNIVERSITY OF ALABAMA

1954

M.A. Theses

6698. Blanton, Martha Jane, The Study of Speech in Interpersonal Relationships; Change-in-Topic in Group Conversation.

6699. Cagle, E. Faye, The Study of Speech in Interpersonal Relationships: Certain Aspects of Variation in Word Length.

6700. Casey, William J., A Case Study of the Debate Over the Re-Opening of the African Slave Trade; Southern Commercial Convention, Montgomery, Alabama, 1858.

6701. Cox, Barbara Eames, The Study of Speech in Interpersonal Relationships: Techniques for Analyzing Visible Aspects of Behavior.

6702. McKnight, Nita Elizabeth, The Study of Speech in Interpersonal Relationships: Analysis of Word Length by Topics in Conversation.

6703. Morrison, Mary Agnes, An Analysis of the Differences in the Dialogue of *Washington Square* and *The Heiress*.
 6704. Von Redlich, Jean Dwyer, The Study of Speech in Interpersonal Relationships: Techniques for Analyzing Timing Relationships in Conversation.
 6705. Willimon, Harriet Ann, The Study of Speech in Interpersonal Relationships: A Study of Vocabulary in Conversation.

ART INSTITUTE OF CHICAGO
1954

M.F.A. Theses

6706. Capwell, Elizabeth, *A Bill of Divorcement*, by Clemence Dane.
 6707. Everett, Terrell, *Pygmalion*, by George Bernard Shaw.
 6708. Fell, Herman, *Awake and Sing*, by Clifford Odets.
 6709. Johnson, Westley B., *Ghosts*, by Henrik Ibsen.
 6710. Kraus, Sidney, *Medea*, by Robinson Jeffers.
 6711. Kupka, Elsie, *The Importance of Being Earnest*, by Oscar Wilde.

BALL STATE TEACHERS COLLEGE
1954

M.A. Thesis

6712. Harker, Walter B., Some Attitudes of Mothers Toward Their Speech Defective Children and Existing Speech Programs in the Public Schools of Indiana.

BAYLOR UNIVERSITY
1954

M.A. Theses

6713. Coffield, Martha Elizabeth, The Integration of Discussion and Debate in a High School Forensic Program.
 6714. Gayle, Joe Alvin, A Survey and Analysis of Speech Training for Ministerial Students in Southern Baptist Colleges and Universities.
 6715. Harlan, Betty LaVerne, The Value of the Theater as an Integrating Experience.
 6716. McKinney, Treysa Dorene Seely, A Study of the Background and History of the Medieval Drama in France and England.
 6717. McKissack, Ruth, Aspects of Space-Time Applied to Theater.

BOSTON UNIVERSITY
1954

M.S. Theses

6718. Bradley, Harry, Jr., The Psychological Effects of Television.

6719. Case, H. Robert, Communication Through Photography (An Analysis of Picture Survey).
 6720. Cavalieri, Walter, The Production, Direction and Management of a Touring Children's Play—*Pippi Longstocking*.
 6721. Fogarty, Joseph E., Programming for Educational Television.
 6722. Fried, Anton R., A Comparative Study of the Visual Element in TV Using Blind and Sighted Control Groups.
 6723. Goldman, Allan L., Criteria for Successful Ultra High Frequency TV Operation.
 6724. Jensen, Florence O., A Study of the Organization, Growth, and Philosophy of the Lowell Institute Cooperative Broadcasting Council from 1946 to 1951 with Emphasis upon Programs Furnished Local Commercial Stations in the Boston Area.
 6725. Mitchell, Lettice, Creative Television Production by Community Groups.
 6726. Peltier, Euclid J., An Analytical Study of the Criteria Used in the Selection of Children's Films in the Boston Public Library System.
 6727. Ryan, Joseph F., Related Problems in the Production of a 16 mm. Sound, Educational Film.
 6728. Sprinthall, Richard C., Some Psychological Factors in Audience Reaction to Radio Commercials.

M.Ed. Theses

6729. Bunyard, Marjorie James Betty and Rothwell, Norma, A Follow-up Study of the Clients who Attended the Boston University Speech and Hearing Center, 1948-1953.
 6730. Devine, Kenneth J., An Analysis of Speech Courses in Selected Secondary Schools of Eastern Massachusetts.
 6731. Goldman, Shirley, A Course of Study for Improving Voice and Articulation in the Fifth Grade.
 6732. Howard, Althea, A Course of Study for Improving Voice and Articulation in the Fourth Grade.
 6733. Kagan, Marion and Kaufman, Marilyn, A Preliminary Investigation of Relationship Between Functional Articulation Disorders and Responses on the Children's Ap-
perception Test.
 6734. Lukawski, Marianne, The Effect of an Integrated Speech and Reading Program on Speech and Reading Skills in the First Grade.

6735. McKinney, Jean, A Comparison of the Social Competence of Children with Articulation Defects to the Social Competence of Children with Normal Speech.

6736. O'Connor, Richard, Changes of Attitudes of Fear and Confidence in Speaking Situations During a Secondary School Speech Course.

6737. Pearson, Joseph, An Analysis of Children's Records for Materials Suitable for Use in Speech Correction and Speech Improvement in the Elementary Grades.

6738. Ray, Gretchen, Integration of Speech with the Study of English—A Program of Study for an Eleventh Grade Vocational Group.

6739. Winant, Martelle, The Role of the Elementary School Principal in the Speech Program.

6748. Dickson, Stanley, An Application of the Blacky Test to a Study of the Psychosexual Development of Stutterers.

6749. Jacobs, Roslyn F., Pitch and Timbre Discrimination of Voice Defectives.

6750. Schneiderman, Norma, An Investigation of the Relationship Between Articulatory Ability and Language Ability.

6751. Siegel, Gerald M., The Influence of Propositionality on Stuttering Adaptation.

6752. Smith, Sonja, An Investigation of Relative Standards of Fluency for Boys and Girls.

6753. Thorne, Bertram C., The Influence of Color on the Severity of Stuttering.

6754. Valletutti, Peter, A Study of Hearing in Persons with Parkinson's Disease.

BOWLING GREEN STATE UNIVERSITY

1954

M.A. Theses

6740. Grandstaff, Russell J., A Study of the Technique of Development of Selected Characters in Four Plays by Sidney Howard.

6741. Rangeler, Dwight, Problems of Direction Involved in the Production of *I Have Been Here Before*, by J. B. Priestley.

6742. Sloat, Francis E., A Critical Analysis of Four Selected Speeches of George C. Marshall, Given During the Years 1940-1952.

BRADLEY UNIVERSITY

1954

M.A. Thesis

6743. Shank, Jack, Adaptation of a Play to the Medium of Television.

BRIGHAM YOUNG UNIVERSITY

1954

M.A. Theses

6744. Johnson, Rue C., A History of the Drama in Corinne and Brigham City, Utah.

6745. Lundgreen, Ralph, *The Boy With A Cart*, by Christopher Fry: A Production Thesis

BROOKLYN COLLEGE

1954

M.A. Theses

6746. Brown, Barbara, The Breathing Rates of Athetoid Paralytics.

6747. Coffey, Joyce F., Nasality as a Sequela of Cleft Palate Surgery.

UNIVERSITY OF CALIFORNIA AT LOS ANGELES

1954

M.A. Theses

6755. Barrows, Robert G., *Chindee*, an Original Play in Three Acts.

6756. Brody, Merrill, *The Child in the Middle*: An Educational Motion Picture.

6757. Cohen, Robert Carl, *The Color of Man* (A Film).

6758. Davis, Richard Harding, A Series of Scripts for Educational Radio Programming, Based on American Folk Songs from 1775 to 1890.

6759. Ely, Julian Burgoine, *The Canterbury Pilgrims*, an Epic Film Play set in 14th Century England.

6760. Held, Jack Preston, The Bishop's Company: Its Origin, Development, and Opportunities in Drama-in-the-Church.

6761. Jones, Earle F., An Analysis of the Critical Writings of Kenneth Macgowan as Published in Newspaper and Magazine Articles.

6762. Perkins, Walter Berry, *Treasure in a Garbage Can*: The Record of a Thesis Film Production.

6763. Reynertson, Audrey Joan, Character Makeup: The Development of a Motion Picture Script.

6764. Schaefer, Gerard, *The Child in the Middle*: An Educational Motion Picture Script.

6765. Wali, Abdul Jabber Towfig, The Educational System in Iraq and the Use of Films as an Aid for Instruction.

CATHOLIC UNIVERSITY OF AMERICA

1954

M.A. Theses

6766. Bellanca, Horace V., A History of Stage-

craft in America from 1798-1820 and its Relation to the Drama of the Period.

6767. Brown, Rev. Jeremiah, A Comparative Analysis of the Tragic Theories of Eugene O'Neill and Maxwell Anderson.

6768. Connors, Helen, A History of the Productions of William Congreve's *Way of the World* from the First Presentation of the Play to the Present.

6769. Diesler, Sister Mary Faith, A Comparison of Censorship Agencies in the Theatres of England and Four Selected Cities of the United States from 1900 to 1950.

6770. Fitzgerald, Hugh D., A Comparative Analysis of Three Treatments of the Fallen Woman as a Sympathetic Character in American Drama.

6771. Flynn, Sister Dolorita, A Study of the York Cycle Mary Plays.

6772. Keber, Sister Marie Fleurette, Objectives of the Drama Program in the Catholic Women's Liberal Arts College.

6773. Kelly, Martin P., The Albany, New York, Theatre from 1900-1910.

6774. Larkin, Rev. Joseph M., Jesuit Drama of the Sixteenth and Seventeenth Centuries: An Instrument for Religious Training.

6775. Lichens, Richard G., A Stage Lighting Plan for the University Theatre Based on a Comparative Analysis of Theatrical Lighting Equipment.

6776. Lord, Howard, The Importance of a Self-Recognition Scene to Aristotle's Theory of Tragedy as Seen in Five Selected Plays.

6777. Mullaney, Elizabeth B., Phenomenon of *Don Juan In Hell* by the Drama Quartet.

6778. Norton, Sister Immaculata, A Structural Analysis of Three Plays of George Bernard Shaw: *Candida*, *Pygmalion*, *Saint Joan*.

6779. Shropshire, Peggy, The Role of Speech Therapy in a Co-Ordinated Program for Pre-School Children with Cerebral Palsy.

6780. Spencer, Terence J., A Survey of Comic Theory.

6781. Trinity, Joseph F., The Contribution of George Balanchine to American Theatre.

6782. Weiss, Sister M. Ignatia, Influences on the Life of Stanislavski Conditioning his Dramatic Theory.

6783. Wright, Sister Marie Therese, Historical Backgrounds and Dramatic Theories of Arena Theatre.

M.F.A. Theses

6784. Carlin, Thomas, An Original Full-Length Play with an Introductory Essay.

6785. Herman, George A., A Musical Adaptation of Nikolai Gogol's *Dead Souls* to be Titled *Chichikov*.

6786. O'Connell, Sister Colman, Production Study and Text of T. S. Eliot's *Murder in the Cathedral*.

6787. Schrup, Mary K., A Production Study and Text of William Shakespeare's *Macbeth* as Produced by the Speech and Drama Department of the Catholic University in March of 1952.

6788. Stoesser, Mary Rose, Production Study and Text of *The Traitor*.

UNIVERSITY OF COLORADO
1954

M.A. Thesis

6789. Lindsay, Janet Pauline, Navajo Public Speaking.

COLUMBIA UNIVERSITY TEACHERS COLLEGE
1954

Ph.D. Thesis

6790. Wood, Annetta L., Breathing for Voice Production.

D.Ed. Theses

6791. Arnold, Ruth G., A Proposal for Speech for All in the Union City Public School System, Union City, New Jersey.

6792. Crawford, Norman P., Speech Courses in the Adult Schools in New Jersey.

6793. Miller, Clarence A., The Actor's Prompt Book—A Laboratory Manual of Selected Scenes from Plays for Classroom Presentation.

CORNELL UNIVERSITY
1954

M.A. Theses

6794. Carruthers, Jeanne Hugo, Kalidasa, Religious Dramatist of Fifth Century India.

6795. Davis, Sara Margaret, An Analysis and Evaluation of the Theory and Practice of David Belasco as a Director.

6796. Maglangit, Federico Randa, The English Pronunciation Problems of the Native Speaker of Maranao.

6797. Nelson, Marian Evelyn, A Comparison of the Chain Associations of Nursery School and Kindergarten Children to Action-Picture Stimuli.

6798. Robertson, Roderick, The Meaning and Scope of Modern Religious Drama.

6799. Sanborn, George Allen, The Treatment of Motivation in Speech Textbooks for College Students.

Ph.D. Theses

6800. Ellis, Broberty Pearce, Creative Relation-

ships between Dramatist, Actor, and Audience in the Acted Play.

6801. Thurman, Bedford, Stark Young: A Bibliography of His Writings with a Selective Index to His Criticism of the Arts.

6802. Wingate, Gifford Wendel, Poetic Drama in the 1930s: A Study of the Plays of T. S. Eliot and W. H. Auden.

DENVER UNIVERSITY
1954

M.A. Theses

6803. Bell, Dorothy, An Auditory Program for the Correction of Defective Consonant Sounds in the Speech of Children.

6804. Lambdin, Faye, A Study of Possible Development and Treatment for Mongoloid Children.

Ph.D. Theses

6805. Biggs, Bernice Prince, Construction, Validation and Evaluation of a Diagnostic Test of Listening Effectiveness.

6806. Garrett, Edgar, A Study of the Effect of the Classroom Orientations Upon Stage Fright in Beginning College Speakers.

6807. Isaacson, Carl, Aristotle's Concepts of Emotional Proof Applied to an Analysis of Modern Speeches.

6808. Platt, James, A Study of Personality Factors Common to Speaking, Listening, Writing, and Reading.

6809. Shank, Kennon, An Analysis of the Degree of Relationship Between the Thematic Apperception Test and an Original Projective in Measuring Symptoms of Personality Dynamics of Speech Handicapped Children.

6810. Stites, William, A Study of Some Factors Relating to Speaking Effectiveness of the Basic Communication Students of the University of Denver.

6811. Tyson, Douglas, The Role of the Parietal Lobes in Speech.

EMERSON COLLEGE
1954

M.A. Theses

6712. Joyce, Philip Charles, The 8mm Motion Picture as an Aid in Teaching Public Speaking.

6713. Marsteller, Paul Nevin, Problems and Opportunities of the Rural High School Drama Teacher.

6714. Moncey, Luice M., Survey of the Chinese Theatre.

6715. Regan, J. Barry, The Relationship of Speech Defects to Reading Disabilities.

6716. Smedley, Mary E., The Use of Dramatics in the Development of Junior High School Youth.

UNIVERSITY OF FLORIDA

1954

M.A. Theses

6817. Corley, Karen F., The National Democratic Convention Keynote Speeches (1932, 1936, 1948) of Alben W. Barkley.

6818. Cowley, William A., Public Speaking in Florida: 1900-1904.

6819. Holmgren, Willy Ann, A Study of College and University Sponsored Adult Courses Offered Over Radio and Television for the Academic Year 1953-1954.

6820. Miles, Jeanne Elise, Charles Rollin's Views on Rhetorical Training.

6821. Parramore, Annie Elaine, An Historical Study of Theatrical Presentations at the Jacksonville (Florida) Opera House: 1883-1887.

6822. Roberts, William Huddleston, A Study of the Effectiveness of the Speech and Hearing Clinical Service to Students Having Speech Problems as Revealed by the Freshman Speech and Hearing Survey of September, 1951.

Ph.D. Theses

6823. Christophersen, Merrill Guerdon, A Rhetorical Study of Hugh Swinton Legare: South Carolina Unionist.

6824. Perritt, H. Hardy, Robert Barnwell Rhett: South Carolina Secession Spokesman.

FLORIDA STATE UNIVERSITY

1954

M.A. Theses

6825. Mankin, Jay W., A Study of the Logical, Ethical, and Emotional Proofs in Three Selected Sermons by Henry Drummond.

6826. Wentworth, Elise Hughes, A Study of Transfer of Training in Use of Voice.

6827. West, William Russell, An Historical Study of Professional Theatre Activities in Tallahassee, Florida, from January, 1874, to November, 1893.

Ph.D. Theses

6828. Busfield, Roger M., Jr., From Idea to Dialogue: An Analysis of the Playwriting Process as Derived from the Non-Dra-

matic Writings of a Selected Group of Successful Dramatists, 1899-1950.

6829. Zerke, Carl Frederick, George Bernard Shaw's Ideas on Acting.

FRESNO STATE COLLEGE

1954

M.A. Theses

6830. Merrill, Alice A., A Compilation of Religious and Inspirational Literature.

6831. Wisham, Rodna Hildebrand, A Production Study of *Deep Are The Roots*.

GEORGE PEPPERDINE COLLEGE

1954

M.A. Thesis

6832. Chase, Richard, A Study of the 1953-1954 Curriculum in Speech at Biola Bible College as a Basis for the Establishment of a Course of Study Leading to a Major in Speech.

UNIVERSITY OF HAWAII

1954

M.A. Theses

6833. Nishikawa, Yoshio, A Descriptive Study of the Hearing Handicapped in the Territory of Hawaii.

6834. Smith, Ruth Stanlie, A Study of Wayne Lyman Morse's Use of Logical, Ethical, and Pathetic Proof in His Speech on Senate Committee Membership, January 13, 1953.

UNIVERSITY OF HOUSTON

1954

M.A. Thesis

6835. Allingham, Robert, Use of Motion Picture Film in Television Broadcasting.

UNIVERSITY OF ILLINOIS

1954

M.A. Theses

6836. DeHaas, Mary Jane, S. S. Curry's Theory of Oral and Bodily Expression.

6837. Fair, Betty Rice, Nineteenth Century Dolls as Costume Evidence.

6838. Fors, Eric Werner, An Experimental Investigation of the Time Delay Interval Which Produces Maximum Speech Disturbance during Delayed Auditory Feedback.

6839. Leach, Wilford, The Function of the Director Under the Stanislavsky System.

Ph.D. Theses

6840. Adams, William Wall, Relationships be-

tween the Principles of Acting and Rhetorical Delivery in Eighteenth-Century England.

6841. Golden, Joseph, The Position and Character of Theatre-in-the-Round in the United States.

6842. Guttman, Newman, Experimental Studies of the Speech Control System.

6843. Holland, Laura Virginia, Aristotelianism in the Rhetorical Theory of Kenneth Burke.

6844. Hutton, Charles Lee Jr., A Psychophysical Study of Speech Rate.

6845. Kodman, Francis Jr., An Investigation of Word Intelligibility as a Function of Time Compression.

6846. Melrose, Jay, The Temporal Course of Changes in the Amount of Vocal Disturbance Produced by Delayed Auditory Feedback.

6847. Reddick, Glenn Eugene, Criticisms and Observations on American Public Address by British Travelers, 1785-1860.

6848. Woodbury, Lael J., Styles of Acting in Serious Drama on the Nineteenth Century American Stage.

INDIANA STATE TEACHERS COLLEGE

1954

M.A. Thesis

6849. McWethy, Margaret E., A Study of Student Radio Broadcasting as a Motivation in Speech Improvement.

INDIANA UNIVERSITY

1954

M.A. Theses

6850. Ericson, Robert, A Study of Stage Fright.

6851. Lahrman, Ardyth Alice, The Medea Myth in Classic Tragedy.

6852. Nall, Adeline Mart, A Proposed Speech Curriculum for Secondary Schools in Indiana.

6853. Rice, Donald Benjamin, The Influence of Increased Stimulation Upon the Production of Unfamiliar Sounds as a Function of Time.

Ph.D. Thesis

6854. Young, Margaret Hershey, Japanese Kabuki Drama: The History and Meaning of the Essential Elements of its Theatre Art Form.

STATE UNIVERSITY OF IOWA

1954

M.A. Theses

6855. Craig, Herbert Rush, Distinctive Fea-

tures of Radio-TV in the 1952 Presidential Campaign.

6856. Davis, John Aaron, Jr., A Study of the Lighting Equipment, Facilities, and Practices in Ten Mid-West Television Stations.

6857. Goodwin, Fred Benton, A Study of the Effect of Pitch Level Change on Perceived Nasality in the Voices of Nasal Speakers.

6858. Hauck, Larry Bartlett, A Study of Sports Programming and Production in a Selected Group of Television Stations.

6859. Jensen, Paul Junior, A Study of Perceived Harshness as a Function of Oral-Reading Time.

6860. MacRae, A. Douglas, A Rhetorical Analysis of Paul H. Douglas' Senate Address on the Submerged Lands Controversy.

6861. Milstein, Stanley, Changes in Auditory Sensitivity Resulting from One-Minute Exposures to a 1000-Cycle Pure Tone.

6862. Oesterling, Robert David, Pupil Reaction to a Series of Television Programs on Junior High School Guidance.

6863. Sherman, Earl Wesley, A Rhetorical Study of Two Addresses by Joseph Warren Commemorating the Boston Massacre.

6864. Snyder, Robert Louis, Teacher Reaction to a Series of Television Programs on Junior High School Guidance.

6865. Thodt, Charles Alfred, An Analysis of Certain Types of Public Speaking in Iowa City, Iowa, 1858 through 1860.

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6866. Smiley, Sam Max, *Harvest the Storm*.

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6867. Balcer, Charles Lewis, Concepts with Regard to High School Public Address Activities as shown by the History of the Iowa High School Forensic League.

6868. Bunton, Norma Desha, A Rhetorical Analysis of Representative Sermons of John Donne.

6869. Cohen, Herman, The Rhetorical Theory of Hugh Blair.

6870. Gabbard, Earnest Glendon, An Experimental Study of Comedy.

6871. Hammack, James Alan, Pope's Theatre and St. Louis Theatrical History, 1879-1895.

6872. Herbstruth, Grant M., Benedict Debar and the Grand Opera House in St. Louis, Missouri, from 1855-1879.

6873. Hill, West Thompson, Jr., A Study of the Macauley's Theatre in Louisville, Kentucky, 1873-1880.

6874. Moody, Stanley Everett, Experimental Study of the Concentrations of Audience Interest in Ten Theatre Productions.

6875. Newman, Parley Wright, A Comparative Study of Self-Formulated Speech and Oral Reading With Reference to Adaptation and Recovery of the Stuttering Response.

6876. Rees, Maryjane Bovingdon, A Study of the Effect of Vowels, Some Selected Consonants, and Type of Vowel Initiation on the Perception of Harsh Voice Quality.

6877. Shapley, James Louis, A Study of Loudness Reduction of Tones Presented to One Ear during the Exposure of the Opposite Ear to noise.

6878. Silverthorne, Carolyn, Theatre in General Education.

6879. Thompson, Isabel Cecilia, Amateur Theatricals in St. Louis, Missouri, 1875-1890.

6880. Williams, John David, A Study of Stuttering Adaptation Under Assumed Minimization of Anxiety Motivation.

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6881. Davidson, A. F., An Evaluation of Speech Education in Kansas High Schools Since 1947.

6882. O'Connell, Wilson E., Studies toward the Origins of Theatrical Censorship in the United States.

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6883. Brooks, Robert, An Investigation of the Influence of Pitch and Extrinsic Factors in Esophageal Speech.

6884. Kaye, Paul E., A Comparison of the Speech of Thirty-Three Post Bulbar Polio Patients and Their Matched Controls.

6885. Kinnane, Mary, The History of Station KFKU (1923-1954).

6886. Royer, Bonnie Jean, *No Exit* and *The Happy Journey* as Problems in Play Direction.

6887. Shearer, Alan Kent, A Course in Legal Advocacy for Pre-Legal Students.

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6901. Hoppe, Beverly G., An Investigation of an Electro-Acoustic Technique of Measuring Attenuation Provided by Ear-Plugs as Compared to a Speech Reception Technique.			

6918. Hamilton, Robert T., A History of Theatre in Keokuk, Iowa, From 1875 to 1900.

6919. Haney, John B., Dramatic Materials for Summer Camps.

6920. Herman, Donald A., A Comparison of News Programming Policies of the Four Major Radio Networks in the United States.

6921. Highland, Marion F., An Experimental Study of the Effects of a Required Course in Basic Speech on Scholastic Achievement in Other Subjects.

6922. Hotchkiss, Golda L., A Rhetorical Analysis of Selected Sermons of Norman Vincent Peale.

6923. Mathews, Earl R., An Analysis of Three Greek Tragedies According to Some Principles of Aristotle.

6924. Metzel, Truman T., Theodore G. Bilbo and His Persuasive Appeals.

6925. Mills, Jay, Adaptation of Stage Acting Principles to Acting for Television.

6926. Mills, Mary J., A Study of the Use of Radio Dramatization in the High School English Classroom and its Effects on the Student's Comprehension of Literature.

6927. Patterson, James W., A Study of Josh Lee's Theory and Practice of Public Speaking.

6928. Pullon, Suzanne L., A Study of the Speaking of Reverend Merrill R. Abbey.

6929. Reitz, Frances H., A Study of School Broadcasting in Great Britain.

6930. Rothgeb, John R., A Design for Portable Low Budget Arena Lighting for the Educational Theatre.

6931. Sonnega, James A., An Investigation of the Social Acceptance of 26 Speech Defective Children in 5 Elementary Classrooms in Regard to Participation in a Speech Oriented Project.

6932. Stolarevsky, Janet M., Martyn Green: His Career in Gilbert and Sullivan.

6933. Thomas, Dwight R., A Comparative Study of Acting Techniques as Described in Contemporary Texts on Acting.

6934. Umphrey, James R., A History of Nell Gwyn's Company of Ann Arbor, Michigan.

6935. Van Dyke, Ervina, A Comparative Study of the Directing Methods of Harold Clurman, Elia Kazan and Joshua Logan.

6936. Westrum, Helen Hoehl, A Study of Diadochokinetic Movements of Lips, Tongue, and Palate of Nine, Ten and Eleven Year Old Public School Children with Articulatory Defects.

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6937. Bender, Jack E., The Theatre of Brander Mathews.

6938. Berlinsky, Stanley L., A Comparison of Stutterers and Non-Stutterers in Four Conditions of Induced Anxiety.

6939. Dean, William L., A Bibliographical Study of Miss Laura Justine-Bonstelle-Stuart with an Evaluation of Her Contributions to the Modern Theatre World.

6940. Edmondson, Harold S., The Seashore Measures of Musical Talents as a Prognostic Guide in Language Rehabilitation for Persons with Aphasia.

6941. Malone, S. S. J., Sister Helen Daniel, An Analysis and Evaluation of Phonemic Differences in the Speech of Boys and Girls at the Kindergarten, First, Second and Third Grade Levels.

6942. Smoot, James S., Platform Theatre: Theatrical Elements of the Lyceum-Chautauqua.

6943. Stalzenbach, Norma F., The History of the Theatre in Toledo, Ohio, from its Beginnings until 1893.

6944. Storey, Alfred W., A Study of Member Satisfaction and Types of Contributions in Discussion Groups with Responsibility-Sharing Leadership.

MICHIGAN STATE COLLEGE

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6945. Andreasen, Edward Austin, The Design and Supervision of the Settings for a Production of Maxwell Anderson's *Elizabeth the Queen*.

6946. Beckwith, Gerald C., An Analysis of the Problems Involved in the Adaptation of August Strindberg's *The Father* for Television.

6947. Boyd, William E., The Design of Certain Stock Chimney Pieces for the Stage.

6948. Bryden, Betty Hackleman, A Survey of the Use of Special Equipment Employed in Speech Correction with the Cerebral Palsied Child.

6949. Clark, Anna May, A Method of Recording Children's Overt Responses to Creative Dramatics Material and a Study of the Results.

6950. Corwell, Marion Elizabeth, Television Programs Designed to Stimulate Interest in Reading Books.

6951. Franke, Dorothy E., History of the Use

of Radio in the Flint Public Schools, 1925-1953.

6952. Mauer, Ernest John, The Designing and Staging of a High School Production of *The Taming of the Shrew*.

6953. Mulder, Dorothy Jane, An Experiment in the Use of Television for Organized Viewing Groups.

6954. Murphy, Clarence R., The Adaptation and Direction of Shakespeare's *Macbeth* for Bay City Handy High School.

6955. Richard, Chester Arlington, Jr., A Survey of Case Dismissals in the Public School Speech Correction Programs of Michigan.

6956. Shirley, Barbara Bashore, A Survey of the Use of Audio-Visual Aids in Speech Classes of Michigan High Schools.

6957. Voorhees, Ruth Mary, A Study of a Group Educational Program on Speech Correction for Parents of Children with Articulatory Problems.

UNIVERSITY OF MINNESOTA

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6958. Aldred, Beatrice M., A Preliminary Investigation into the Spontaneous Speech of Kindergarten Children.

6959. Baer, William P., An Investigation of the Influence of Various Time Intervals upon the Selection and Repetition of Words Presented Dichotically at a Supra Threshold Level.

6960. Bark, Ann C., Construction of a Non-Verbal Picture Choice Inventory of Certain Attitudes of the Severely Handicapped Cerebral Palsied Child.

6961. Farrell, Donna M., An Investigation of the Influence of Different Voices on the Selection and Repetition of Words Presented Dichotically at a Supra Threshold Level.

6962. Johnson, James A., An Instrumental Analysis of Familiar Voice Similarities.

6963. Paterek, Josephine, A Survey of Stage Costuming in the Colleges and Universities of the U. S.

6964. Turner, Elsie, Study of the Background and Training of Fifty Prominent American Actors.

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6965. Christensen, Alphus R., A Rhetorical Analysis of the Public Speaking of Richard F. Pettigrew.

6966. Nelson, Roy C., An Experimental Study of Four Methods of Teaching Beginning Speech in College.

6967. Smith, Miriam B., A Rhetorical Analysis of the Speeches of Robert G. Cousins.

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6968. Friedman, Robert Phillip, The Public Speaking of Arthur M. Hyde.

6969. Powell, Victor Morgan, A Rhetorical Criticism of the Speeches of Herbert Spencer Hadley.

UNIVERSITY OF NEBRASKA

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M.A. Theses

6970. Graham, Reta Lillian, A Study of the University of Nebraska's All-State High School Speech Course.

6971. Koontz, George Frederick, A Study of Audience Reaction to Three Methods of Producing a Play.

6972. Linkugel, Wilmer A., The Speaking of J. Sterling Morton.

6973. Marienau, Marian, A Study of the Experiences with Words Which Describe Sound among Normal Hearing, Hard-of-Hearing, and Deaf Junior and Senior High School Students.

6974. Shanahan, Michael F., A Study of Student Training and Experience and Student Achievement in Speech.

6975. Sorensen, Kirk Miles, The Effect of Weekly Newspaper Articles Upon Parent's Opinions Concerning Speech Correction.

NEW YORK UNIVERSITY

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6976. Biggs, Barbara Sherman, A Survey of Brain-Injured Patients in a Private Rehabilitation Center—with Special Reference to Age, Vocational and Educational Backgrounds, Type of Disability, and Duration of Symptoms as They Affected Rehabilitation.

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6977. Baker, Elmer E. J., Jr., An Historical Development of Etiologic Concepts Concerning Aphasic Speech and Their Influence upon Aphasic Speech Rehabilitation.

6978. Eisenstadt, Arthur A., The Speech Status and the Speech Ability of Visually Handicapped Children.

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6979. Winter, Roberta Powers, A Plan for a Coordinated Speech and Drama Program for the University Center in Georgia.

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6980. Billings, Charles Moore, Henrik Ibsen: *Brand*, A Preproduction Study and Prompt Script.

6981. Creech, Walter Devereux, *Up on King Street*.

6982. Deagon, Donald David, *The Little Pond*.

6983. Hale, Julianne, A Study and Production Script of Paul Claudel's *The Tidings Brought to Mary*.

6984. Hardy, William Marion, *The Bough Breaks*.

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6987. Leonard, James Marshall, American Reaction to Ibsen, A Study of the New York Productions and Critical Reviews.

6988. Litwack, Sydney Zanville, A Study of Projected Scenery—History, Technology, Design.

6989. Pratt, Jeanette, *The Flying Cloud*.

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6991. San Antonio, Joanne Elizabeth, *Apartment No. 10*.

6992. Sumner, Mark Reece, *Walk like Leather*.

6993. Waddell, William Bryan, *Shenandoah Heritage*.

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6994. Beard, Raymond Standish, A Survey of the Theories and Trends in Cross-Examination From Ancient Times to Modern.

6995. Beloof, Robert Lawrence, E. E. Cummings: The Prosodic Shape of his Poems.

6996. Berlin, Asa Jairus, An Exploratory Attempt to Isolate Types of Stuttering.

6997. Boyd, Ernest Lee, A Critical Study of the Doctrines of Persuasion in Speech and in Advertising, 1900-1953.

6998. Conboy, William Andrew, A Study of the Retention of Speech Content as Measured by Immediate and Delayed Recall.

6999. Flick, Clarence E., The Production and Evaluation of a Sound Motion Picture on Selected Factors of Delivery in Speaking.

7000. Harnack, B. Victor, An Experimental Study of the Effects of Training in Type Recognition and Formulation of Goals Upon Intra-Group Cooperation.

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7002. Kopra, Lennart Lauri, Threshold Recoveries for Continuous and Interrupted Pure Tones Following Auditory Fatigue.

7003. Mattingly, Alethea Smith, The Mechanical School of Oral Reading in England, 1761-1821.

7004. McCoy, Pressley Crane, An Analysis of the Debates on Recognition of the Union of Soviet Socialist Republics in the U. S. Senate, 1917-1934.

7005. Stokes, George Mitchel, A Public Service Program History of Station WFAA-820.

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7007. Thorne, Edward J., Aspects of the British and German Campaigns to Win American Sympathy, 1914-1917.

7008. Weiss, Robert Orr, The 'Idea of Progress' in Selected Occasional Speeches, 1820-1860.

7009. Wilkens, Kenneth Gerhard, A Rhetorical Study of the Speech Making of General James B. Weaver.

7010. Yellow Robe, Evelyn M., A Study of the Role of Three Factors in the Development of Speech After Laryngectomy: Type of Operation, Sight of Pseudoglottis, and Coordination of Speech with Respiration.

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7011. Holcomb, John E., A Comparative Study of the Oral Communication Programs for the United States Air Force and the Pacific Telephone and Telegraph Company.

7012. Williams, Nesta M., Hearing Characteristics of Stutterers, Lispers, and Normal Speakers.

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7013. Bowen, Harry William, A Study of the Radio and Television Listening and Viewing Habits of a Group of Ohio State University Students in the College of Arts and Sciences.

7014. Davidson, Jo Ann Little, An Investigation of the Relationship Between the Lip-Reading Ability of Normal Hearing Individuals and Measures of Concept Formation, Visual Perception, and Level of Aspiration.

7015. Evans, William Eugene, A Study of Intelligibility and Selective Filtering with a Unidirectional Communications Net.

7016. Fowler, John Douglas, An Analysis of the Design and Staging of *The Tinker's Trick* at the Ohio State University.

7017. Funck, Leah Ulnah, Rhythm in Playwriting, Acting, and Directing.

7018. Grimm, William Arthur, Auditory Thresholds as Obtained by a Method of Limits Testing Procedure.

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7021. Mulligan, Marigene, Variables in the Reception of Visual Speech from Motion Pictures.

7022. Myers, Addison Michael, An Analysis and Special Production Report of *My Heart's in the Highlands*.

7023. Patterson, John Burdeshaw, An Analysis and an Execution of the Technical Phases of a Production of *The Cradle Song*.

7024. Patterson, Robert Ellis, A Study of the Antecedents and Origin of the Speech Outline as Found in Twentieth Century Textbooks.

7025. Ried, Paul Eugene, An Analysis and Production Book of *Playboy of the Western World*, by John Millington Synge.

7026. Schutz, Walter Stanley, An Analysis and Production Book of *Pygmalion*, by George Bernard Shaw.

7027. Woofter, Herbert Reese, The Relation of Mean Intensities to Intelligibility and Confusability of the Words of the US-UK and the ICAO Alphabets.

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7028. Bonner, John Thomas, Jr., A Study of the Persuasion of Juries by Expert Witnesses in Condemnation Cases.

7029. Dunlap, James Francis, Queen City Stages: Professional Dramatic Activity in Cincinnati, 1837-1861.

7030. Hansen, Ronald Gordon, The Effect of Static Air Pressure in the External Auditory Meatus on Hearing Acuity.

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7032. Luper, Harold Lee, The Consistency of Selected Aspects of Behavior in the Repetitions of Stuttered Words.

7033. Mecham, Merlin J., The Development and Application of Procedure for Measuring Speech Improvement in Mentally Defective Children.

7034. Mussen, Thel Foladare, A Study of the Relationship Between Measures of Speech Reception and Measures of Proficiency in Language.

7035. Stewart, Robert Hammel, The Development of Network Television Program Types to January, 1953.

7036. Watters, Don Albert, The Pictorial in English Theatrical Staging, 1773-1833.

7037. Webster, Norman Coates, A Study of Student Speech Recordings.

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7038. Boras, Vilma, An Analysis of the Information Reported on the Self-Analysis Blanks by the Students in Speech I at Ohio University.

7039. Burks, Don Marvin, A Rhetorical Analysis of Selected Epideictic and Deliberative Speeches of Thomas Ewing.

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7040. Marsden, Robert Frank, A Study of the Technical Problems in Outdoor Staging.

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7041. Carroll, Francis George, A Study of Recent Program Trends of an Educational Radio Station.

7042. Rutherford, David Ross, Jr., A Sociometric Study of the Value of Children with Speech Deviations in Third Grade Classrooms.

7043. Vaughan, Verdry Darthulla, A Study of the Value of Certain Tests in Predicting Success in Speech Reading.

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7045. Springer, Marilyn Harris, The Theatre and Television—The Comedy of *The Man Who Married a Dumb Wife*, by Anatole France, Adapted for Television.

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7046. Kully, Robert, A Rhetorical Criticism of George W. Norris' Speeches Against the Versailles Treaty, July 15 and October 10, 11, and 13, 1919.

7047. Zimmerman, Howard, A Rhetorical Criticism of the 1940 Campaign Speaking of Senator Charles Linza McNary of Oregon.

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7048. Aserlind, LeRoy, The Association of Auditory Musical Discrimination and Interpretative Reading Ability.

7049. Wolvek, Joe, An In-the-ear Temporal Bone Oscillator Coupling Method.

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7050. Cureton, Curtis, An Investigation of Contemporary Dramatic Art Programs, Theatre Plants, and Production Attitudes of One Hundred Sixty-Six Public High Schools at California.

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7052. Berquist, Goodwin, A Comparative Study of Non-Congressional Arguments Against the League of Nations and the United Nations.

7053. Doody, Agnes, A Study of Margaret Chase Smith as an Orator and of Her Senatorial Address of June 1, 1950.

7054. Martin, Luella, A Case Study of Philadelphia's Use of In-School Television.

7055. Roberts, Virginia Ann, A Quantitative Analysis of the Most Frequently Used College Debate Textbooks.

7056. Schwarzschild, Lore, A Survey of Speech Training Needs and Practices in Pennsylvania Metal and Metal Products Industries.

7057. Shanken, Edward D., A Study of Milton S. Eisenhower as an Orator and of His Inaugural Address Upon Assuming the Presidency of the Pennsylvania State University.

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7058. Hill, Milton, A Study of the Attitudes and Information of Parents of Cleft Palate Children.

7059. Klinger, Herbert, A Palatographic and Acoustic Study of Cleft Palate Speech.

7060. Krantz, Janina, A Study of the Interrelationships among Manifest Anxiety Rigidity and Hostility in Stutterers.

7061. Mullen, William, The Relationships Among Pure Tone Thresholds, Speech Hearing and Auditory Discrimination.

7062. Shilling, Samuel, A Comparative Study of the Diadochokinetic Rates of Lip, Tongue and Jaw Movements in Cleft Palate Children and Normal Children.

7063. Web, Clarence, An Experimental Comparison of Aural Stimulation Methods for Teaching 'New' Speech Sounds.

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7064. Hopkins, Thomas A., A Comprehensive Study of the Oratory of Philander C. Knox.

7065. Van Hattam, Rolland, The Interrelationships Among Measures of Articulation and Nasality in Cleft Palate Speakers.

UNIVERSITY OF PITTSBURGH

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7066. Demase, Sarah R., The Adaptation Effect of the Speech Behavior of the Cerebral Palsied.

7067. Feldman, Eugene W., Speech Articulation Problems Associated with Placement of Orthodontic Appliances.

7068. Park, Charles R., The Relationship of Success in Speech Therapy to Characteristics of Speech Therapists.

7069. Phillips, Betty Ruth, An Experimental Investigation of the Relationship between Ratings of Speech Intelligibility Based on Auditory and Visual Cues and on Auditory Cues Alone in a Group of Cleft Palate Adults.

7070. Plessel, Rita Lee, The Use of a Distrac-

tion Technique for Understandability of Cerebral Palsy Subjects.

7071. Silverman, Irving, A Follow-Up Study of 34 Former Clients of the Speech Clinic of the University of Pittsburgh.

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7072. Lerea, Louis, An Exploratory Study of the Effects of Experimentally Induced Success and Failure upon the Oral Reading Performances and the Levels of Aspiration of Stutterers.

7073. Schaeff, Robert A., An Investigation of Generalization of Stuttering Adaptation.

7074. Welsh, George B., An Investigation of Some Predictive Factors in Auding Ability.

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7075. Causey, Donald, A Comparative Analysis of Group and Individual Hearing Test Results.

7076. Curtis, Richard K., The Pulpit Speaking of Dwight L. Moody.

7077. Dahle, Thomas L., An Objective and Comparative Study of Five Methods of Transmitting Information to Business and Industrial Employees.

7078. Duffey, Robert, An Analysis of the Pitch and Duration Characteristics of the Speech of Cerebral Palsied Individuals.

7079. Goetzinger, Charles S., Jr., An Analysis of Irritating Factors in Initial Employment Interviews of Male College Graduates.

7080. Lambert, James, The Effect of Frequency Filtering on Consonant Recognition.

7081. Leith, William, An Investigation of the Adaptation Phenomenon and Certain Concomitant Voice Alterations in Stutterers and Non-Stutterers.

7082. Reid, Ronald F., The Oratory of Edward Everett.

7083. Ross, Raymond S., A Case Study of Communication Breakdowns in the General Telephone Company of Indiana, Inc.

7084. Seal, Forrest L., The Oratory of Senator Daniel W. Voorhees of Indiana.

7085. Starbuck, Harold, Determination of Severity of Stuttering and Construction of an Audio-Visual Scale.

7086. Weiss, Arthur, Oral and Nasal Sound Pressure Levels as Related to Judged Severity of Nasality.

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7087. Catapano, Marie, Reading Materials for Therapy with the Aphasics.

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7088. Dickenson, Denny D., A Study of First Grade Children's Oral Verbal Expression as Related to Reading Readiness.

7089. Parker, James E., A Speech Pathology Program Designed for Television.

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7090. Sparks, Marion, A Production Study of Eugene O'Neill's *Anna Christie*.

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7091. Carley, Glen Milton, A Rhetorical Study of Selected Sermons of Ellen G. White on Righteousness by Faith.

7092. Jacques, Brian John, An Analysis of Persuasive Techniques in the Religious Address of William Jennings Bryan.

SMITH COLLEGE
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M.A. Theses

7093. Levene, Sonya, *The Day Before Tomorrow* (A Play in Three Acts).

7094. McConnell, Emma, *Barnaby*, An Original Three Act Play for Children.

UNIVERSITY OF SOUTH DAKOTA
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M.A. Theses

7095. Conger, George E., Director's Manual and Prompt Book for Philip Bonny's *Second Threshold*.

7096. Gill, John, Director's Manual and Prompt Book for the Original Play, *Consequence*, by Wayne S. Knutson.

7097. Knudson, Elmer, A History of Speech Education at Dakota Wesleyan University, 1885-1952.

UNIVERSITY OF SOUTHERN CALIFORNIA
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7098. Berssen, William Bernard, New Dimen-

sions in Film Making. A Survey of Recent Methods—November, 1952-March, 1954.

7109. Cahill, Charles Harold, A Survey of the Care, Handling and Treatment of 16mm Motion Picture Film.

7110. Dimon, Richard Bosworth, A Descriptive Study of the Status of Subscription Television.

7111. Fraser, Thomas Henry, An Analytical Study of Science in Action: A Live TV Program.

7112. Hamdan, Souraya Mohamed, A Comparative Study of Programming in a Network and Independent Television Station in the Los Angeles Area.

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DOCTORAL DISSERTATIONS IN SPEECH: WORK IN PROGRESS, 1955

J. JEFFERY AUER
University of Virginia

THIS annual report lists doctoral dissertations now in progress in departments of speech and/or drama. Dissertations reported previously¹ are not relisted here. One hundred and sixty-four new dissertations in progress are reported from twenty-four institutions. By rank, total, and percentage these dissertations are distributed in categories as follows:

1. Public Address	(46) 28%
2. Theatre	(45) 27%
3. Speech and Hearing Disorders	(35) 21%
4. Speech Education	(14) 9%
5. Radio and Television	(9) 6%
6. Fundamentals of Speech	(9) 6%
7. Oral Interpretation	(6) 3%

Dissertations are indexed by the first principal word in the title, except that proper names of speakers are used in indexing the sub-category, "Orators." Following each dissertation title is the name of the researcher and of the institution where he is a candidate. The approximate date of completion, if reported, concludes each entry.

FUNDAMENTALS OF SPEECH

Action

An historical-analytical study of concepts of expressive action in England: 1506-1644. Janet Helen Bolton, U. of Southern California.

Listening

An investigation of the relationship of the vocal and linguistic aspects of speech compe-

¹ 1951: SM (1951), 162-72; 1952: SM (1952), 103-11; 1953: SM 20 (1953), 108-19; 1954: SM 21 (1954), 136-141.

tency with listening comprehension. Joel Stark, New York U., 1956.

Stage Fright

An experimental investigation into certain feedback factors affecting autonomic discharge phenomena in beginning public speakers. Dale Douglas Drum, U. of Southern California.

An experimental study to determine the effects of sedation upon stage fright. William Wallace Hamilton, U. of Southern California.

Voice Science

An experimental study of the relationships between efficient voice production and good quality as perceived by untrained audience. Robert Warburton Miller, U. of Southern California.

The relationship between inter-phonemic transitional influence and the recognition of speech signals. George J. Harbold, Ohio State U., 1955.

Reliability and validity of nasality judgments of experienced, inexperienced, and trained judges on vowels, syllables, reading, and conversation. Clarence Webb, Pennsylvania State U.

A study of the relative intelligibility of speech recorded simultaneously at a speaker's ear and mouth. Herbert J. Oyer, Ohio State U., 1955.

A study of some laryngeal correlates of vocal pitch. Harry Hollion, State U. of Iowa, 1955.

PUBLIC ADDRESS

Communication in Industry

An analysis of selected communication programs in conference leadership and participation conducted by industries for their managerial personnel. Richard L. Dean, Purdue U., 1955.

A comprehensive and analytical survey of oral communication practices in a major business organization. Darrell Thomas Piersol, Purdue U., 1955.

An experimental research problem in industrial communication. Frank E. Funk, Purdue U., 1955.

The meaning of communication in industry. Israel Sweet, New York U., 1956.

Discussion

A study of teamwork and proper evaluation of experience in two small work groups. Tom Miller, Northwestern U., 1956.

Homiletics

Speech in the Training Union movement of the Southern Baptist Convention. Thomas L. Tedford, Louisiana State U., 1955.

Orators

Paul Douglas' 1954 senatorial campaign with special reference to television. Hugh Cordier, U. of Illinois, 1955.

A study of the nature and sources of the effectiveness of the preaching of Benjamin Franklin in the Restoration Movement. Ottis L. Castleberry, Pennsylvania State U.

Educational speaking of James Garfield. James Holm, Western Reserve U., 1957.

The rhetoric of Gladstone. Albert A. Austen, Cornell U., 1956.

An analysis of certain rhetorical devices of Billy Graham in the 1949 Los Angeles meetings. Glenn Franklin O'Neal, U. of Southern California.

The evangelistic speaking of Billy Graham. Donald A. Waite, Purdue U., 1956.

A rhetorical study of selected speeches by William Green on American foreign policy. Z. Brent Fry, State U. of Iowa, 1957.

The rhetorical principles and practices of Arthur Garfield Hayes. Frank Wesley Norwood, U. of Missouri.

A rhetorical study of certain addresses of Robert Maynard Hutchins. Cleburne L. Farr, State U. of Iowa, 1956.

The campaign oratory of Harold L. Ickes in the 1956 presidential campaign. W. Scott Nobles, Louisiana State U., 1955.

The platform and conference speaking of John L. Lewis. Richard M. Rothman, Purdue U., 1956.

Analysis of certain methods of persuasion in selected speeches of Senator Joseph McCarthy. Ruth Evelyn Swanson Schwarts, U. of Southern California.

The speaking of Thomas R. Marshall. Keith S. Montgomery, Indiana U., 1956.

A rhetorical study of the speeches of Floyd B. Olson. Kenneth L. Berger, U. of Minnesota, 1955.

The rhetoric of William Penn. Jon Hopkins, Pennsylvania State U.

The rhetorical theory and practice of Joseph Priestly. Stafford North, U. of Florida, 1956.

A rhetorical study of the wartime speeches of Franklin Delano Roosevelt and Winston

Spencer Churchill. Austin J. Freeley, Northwestern U., 1956.

A study of the evangelistic and reform speaking of William A. Sunday. James Ladd, U. of Florida, 1957.

A rhetorical criticism of the speaking of Norman Thomas in the presidential campaign of 1932. John Foxen, State U. of Iowa, 1956.

A study of selected speeches in the speaking career of Norman Thomas. Eugene Vasilew, Ohio State U., 1955.

A study of the Reverend George W. Truett as a representative of the Southern Baptist Convention. DeWitte T. Holland, Northwestern U., 1956.

The opinions, theories and practices of Walt Whitman concerning rhetoric, public address, and oral interpretation. Roy S. Azarnoff, U. of Missouri.

Oratory

A cross cultural study of oratory in primitive society. Theodore Balgooyen, Stanford U., 1956.

Debates concerning the establishment of land grant colleges. Kenneth Pauli, Stanford U., 1956.

A descriptive, analytical, and interpretative study of the assumptions and premises underlying the concept, "The American Dream," as revealed in selected speeches in American public address from 1865 to 1941. Robert Hawkins, Northwestern U., 1956.

The development of the success oration in America. E. A. Rogge, U. of Missouri.

The rhetoric of the Mormon v. Non-Mormon controversy, Navuoo, Illinois, 1840-46. Kenneth Crider, U. of Illinois, 1955.

A study of foreign speakers in the U. S. Senate. Alan L. McLeod, Pennsylvania State U.

A study of selected factors in the public relations program of colleges and universities in the United States. A Westley Rowland, Michigan State Col., 1956.

The water power issue as it emerged under the leadership of Senator George W. Norris in the Muscle Shoals debate: a case history of the influence of rhetoric in legislative decision. John W. Bystrom, U. of Minnesota, 1955.

Public speaking

An experimental study of audience reaction to speech structure. Edward R. Gilkey, Pennsylvania State U.

An experimental study of the effect of repressed interests upon the quality and quantity of verbal output. Jeanne Helen Hutchinson Burdick, U. of Southern California.

An experimental study of the effects of implicative and didactic orders on attitude change. Raymond K. Tucker, Northwestern U., 1955.

An experimental study of the effect of verbal fluency on audience persuasion. Norman Ellsworth Leer, U. of Southern California.

Supporting materials used by untrained speakers at the University of Connecticut. John Hall Lamb, State U. of Iowa, 1955.

Rhetoric

Ciceronian influences on the rhetoric of St. Augustine. Rev. Benignus J. Cloonan, Pennsylvania State U.

A history of rhetorical criticism of the English Bible. William George Robertz, U. of Illinois, 1955.

A rhetorical analysis of the spiritual exercises of Ignatius Loyola. George Tade, U. of Illinois, 1956.

Rhetorical theory of the Talmud. Gerald Phillips, Western Reserve U., 1957.

Some of the rhetorical aspects of McGuffey's Readers. John T. Rickey, Ohio State U., 1955.

ORAL INTERPRETATION

History

A critical analysis of Emerson's evolution of expression in light of modern communication theory. Jo Morrison Hannah, U. of Denver, 1956.

An investigation of references to oral reading in the Italian Renaissance. Clyde Vinson, Northwestern U., 1957.

A study of the time-binding aspects of oral interpretation as seen in the theories of George H. Mead, Kurt Levin and Susanne Langer. Richard J. Coelho, U. of Denver, 1955.

Materials

A critical study from the standpoint of the oral interpreter of the four principal characters in Edwin Arlington Robinson's poem *Tristram*. Rosemary Jane Owens, U. of Denver, 1955.

Interpretation of the novels of D. H. Lawrence from the point of view of C. G. Jung's psychology. Roland Rude, Northwestern U., 1956.

Methods

An examination of certain characteristics in the reading techniques employed by "first readers" of the Christian Science mother church. Mary Elizabeth Thompson, Northwestern U., 1957.

RADIO AND TELEVISION

Analyses

A critical and linguistic analysis of individual differences in various forms of radio speaking. Richard Norman, Teachers Col., Columbia U., 1956.

Educational Broadcasting

The history of radio broadcasting at Michigan State College. Marilyn M. Culpepper, U. of Michigan, 1955.

The history of radio broadcasting at the University of Michigan from 1922 to 1954. William B. Stegath, U. of Michigan, 1955.

Problems in the planning, production and evaluation of two series of educational television programs intended for in-school use. Ottmer F. Schlaak, Ohio State U., 1955.

Listener Surveys

Habits and characteristics of the radio and television audience of Utah County, Utah. Jim H. Ludlow, Ohio State U., 1955.

Retention as a function of environment and motivation in educational television viewing on the secondary school level. Daniel W. Mullin, U. of Michigan, 1955.

Policies

A study of the public service programs of Radio Station KLZ, Denver, Colorado, to discover the general trends of the public service programing as an aide to presenting problems of social, cultural, and economic interest to the community and service area. F. Claude Hempen, U. of Denver, 1955.

Techniques

The adaptation of theatre techniques in the televised presentation of the standard hour. George Willey, Stanford U., 1956.

The style of radio commentary. Fred R. Dowling, U. of Wisconsin, 1955.

THEATRE

Actors and Acting

A history of the theory and practice of acting. Alfred Golding, Teachers Col., Columbia U., 1955.

A study of Carolina Neuber. Clyde Shaw, Louisiana State U., 1955.

Audiences

Study based on the recorded responses of theatre audiences. James P. Cochran, State U. of Iowa, 1957.

Children's Theatre

An analytical study of audience reaction and staging of a children's theatre play. Barbara E. Dodson, U. of Florida, 1957.

Criticism

William Archer as a dramatic critic. Paul Cairns, U. of Michigan, 1956.

Direction and Production

James Robinson Planche, king of extravaganza. Albert H. Nadeau, U. of Michigan, 1955.

Dramaturgy, Dramatic Themes and Conventions

An analysis of the comic elements in the major English mystery cycles. Donald J. Savage, U. of Minnesota, 1955.

Certain aspects of character development in ten modern plays. Arthur Housman, State U. of Iowa, 1957.

The characterization of the male protagonist in serious American drama from 1920-1950. Webster Smalley, Stanford U., 1956.

The development of the short play. Robert Crosby, Indiana U., 1956.

The dramatization of the serious American novel, 1926-1952. Thomas Napiocinski, U. of Wisconsin.

The fantastic in the French theatre since World War II. R. J. Niess, U. of Michigan, 1955.

Plato's dialogues as drama. Marvin Seiger, Indiana U., 1955.

Villainy in drama. Walter B. Moore, U. of Denver, 1955.

History: American

The history and development of the American Colonial theatre through 1783. Robert Mead, U. of Denver, 1955.

A history of the professional theatre of Detroit: 1875-1900. William A. Peterson, Florida State U., 1956.

The history of spectacle on the New York stage: from the beginning to the advent of David Belasco. George B. Oliver, Pennsylvania State U., 1956.

History of theatre in the Mississippi Valley: Memphis, Tennessee. Sheldon Faulkner, State U. of Iowa, 1957.

History of theatre in the Mississippi Valley: Memphis, Tennessee. Charles Ritter, State U. of Iowa, 1957.

History of theatre in the Mississippi Valley: Natchez after 1840. Eugene K. Bristow, State U. of Iowa, 1956.

The history of the San Francisco theatre, 1870-1906. Walter Krumm, Stanford U., 1956.

Theatre history of Washington: the period of territory and early statehood. Donald Henry, U. of Wisconsin.

History: International

An historical study of the theatrical productions in Honolulu, Hawaii, 1810-1898. Lloyd Robert Newcomer, U. of Southern California.

The theatre in the Netherlands: subsidized but independent. Constance Ruys, Stanford U., 1956.

Original Plays

The land between: a study in regional drama related to the Mammoth Cave area of Kentucky. Russell H. Miller, Teachers Col., Columbia U., 1955.

Libretto for Chekov's plays, "The Boor" and "The Marriage Proposal." Rudolf Fetsch, U. of Denver, 1956.

Manuscript and production of two original plays. Jean Speller Browne, State U. of Iowa, 1956.

Manuscript and production of two original plays. Sam Smiley, State U. of Iowa, 1956.

Original manuscript and production of two plays. Sherwood Collins, State U. of Iowa, 1955.

Project in creative writing on drama. Wayne Knutson, U. of Denver, 1956.

Two original three-act plays and two one-act plays. Clarence Ford, U. of Denver, 1955.

Playwrights and Playwriting

An analytical study of the use of persuasion in the plays of Ernst Toller. Francis Philip Andersen, U. of Southern California.

A critical study of Susan Glaspell's works and her contributions to modern American drama. Arthur Waterman, U. of Wisconsin, 1955.

The evolution of dramatic structure in the plays of Eugene O'Neill. William Adams, Stanford U.

Eugene O'Neill: his plays and show productions. Edward Herbert, U. of Wisconsin.

German expressionism, 1914-1920: a study of the plays of George Kaiser. Harlan Shaw, Louisiana State U., 1955.

John Galsworthy's development as a theatre artist. Asher Wilson, Stanford U., 1956.

John Millington Synge. Yvonne Voigt Molloy, Pennsylvania State U.

Perceptiva dramática de Lope de Vega a base de un estudio de cincuenta comedia. Louis C. Perez, U. of Michigan, 1955.

Shakespeare and the concept of authority. John F. Sullivan, U. of Michigan.

Shavian comedy: dramatic perspective, form, and technique. Robert Specuhard, U. of Michigan.

Translations

Translation and critical analysis of the plays of Paul Claudel. Philip Caplan, U. of Denver, 1955.

Visual Arts

History of stage lighting in America in the nineteenth century. McDonald W. Held, Northwestern U., 1955.

Pictorial composition in easel painting and scene design. George P. Crepeau, Cornell U., 1957.

Sourcebook for stage design in the American West: 1790-1860. Frank Ballard, State U. of Iowa, 1957.

SPEECH AND HEARING DISORDERS

Aphasia

An experimental study of the prognostic value of an aphasic screening method. Maurice Sklar, U. of Southern California.

Articulation

Certain auditory abilities of articulatory defective children. Charles Mange, Pennsylvania State U.

A study of the reliability of psychological scaling of the severity of defectiveness of articulation. Sheila Graham Morrison, Ohio State U., 1955.

Cerebral Palsy

A study of the effects of chest respirator in changing breathing and speech patterns of cerebral palsied children. Richard Dixon, Syracuse U., 1955.

Cleft Palate

Cinefluorographic study of the oral-pharyngeal structures of cleft palate vs. normal subjects. Mrs. R. Ray Battin, U. of Florida, 1957.

The differential effect of pitch and loudness on perceived voice quality of certain selected vowels in male cleft palate speakers. Don Hess, Pennsylvania State U.

Selected factors related to the ability of cleft palate speakers to convey information. V. Falck, Pennsylvania State U.

Foreign Accent

Investigation of foreign accent by sound spectrograph. Raymond Kestenbaum, New York U., 1957.

Hearing

Auditory sensitivity and speech defects. Andrew W. Shook, New York U., 1955.

Distortion characteristics of the ear in relation to loudness recruitment. Phillip A. Yantis, U. of Michigan, 1955.

The effect of stimulus duration upon differential sensitivity to intensity in normal and perceptively deafened ears. Philip E. Rosenberg, Northwestern U., 1956.

An evaluation of four screening tests of hearing. George H. Friedlander, New York U., 1957.

An experimental study of hard of hearing children to determine possible relationships between I. Q., social maturity, and ability to read lips. Hal James Bargelt, U. of Southern California.

An investigation of the loudness function in the brain-injured individual. Peter A. Campanelli, Northwestern U., 1955.

An investigation into the correlation of the threshold of band limited white noise with the spondee word list. Morton Zaroff, U. of Michigan, 1955.

An investigation of the Time Decay Test (TDT), and its relationship to the Alternate Binaural Loudness Balanced Test as revealed by the performance of normal hearing, and with subjects with impaired hearing. Jack A. Willeford, Northwestern U., 1956.

Pitch characteristics of deaf children. David Green, Purdue U., 1955.

A study of abstract ability in deaf college students. Roger Wright, Northwestern U., 1955.

A study of auditory perceptual maturation in normal children. Ellen Spencer, Northwestern U., 1956.

A study of frustration-tolerance levels of deaf and hearing children. Eddie Williams Johnson, U. of Southern California.

A study of generalization and extinction in conditioning to pure tone auditory stimuli. Donald F. Maietta, U. of Pittsburgh, 1955.

A study of the mentally retarded deaf child. Robert Frisina, Northwestern U., 1955.

Lip Reading

Factors relating to success in lip reading ability. Mary Rose Costello, Northwestern U., 1956.

Rehabilitation

An evaluative study of speech correction in the public schools. George Davis, U. of Denver, 1957.

Extension of the speech rehabilitation unit at St. Barnabas Hospital. Harold Scholl, Teachers Col., Columbia U., 1956.

The role of proprioceptive impulses in speech habilitation and rehabilitation. Helen Dittman, U. of Denver, 1955.

Trends that can be used in the field of speech pathology for prognosis and educational purposes from two hundred case-histories recorded in the files of the Children's Speech Clinic of the U. of Denver. Harold Brasell, U. of Denver, 1956.

Stuttering

The effect of voluntary non-fluency upon ratings of severity of the audible characteristics of individual words stuttered during oral reading. Rex Naylor, Ohio State U., 1955.

An experimental study of the passive dependency component in male stutterers. Charles Dietrich Shopwin, U. of Southern California.

An investigation of the value of masks in role-playing therapy with stuttering children. Harold D. Homefield, New York U., 1957.

The psychological patterns of pre-adolescent stammerers. Alexander Klein, New York U., 1957.

Voice Quality

An experimental analysis of perceived differences in efficient and inefficient voice production in low-pitched male voices by acoustic spectrography. Granville Monroe Sawyer, U. of Southern California.

An experimental analysis of resonator adjustments in efficient and inefficient voice production in low pitched male voices by x-ray photography. Peggy Rosina Harrison, U. of Southern California.

The nasal sound pressure of vowels produced at specified intensities. Raymond Summers, Purdue U., 1955.

A study of the relationship between nasal voice quality and the intensity of sound emitted from the nose. Gordon M. Low, U. of Minnesota, 1955.

SPEECH EDUCATION

Adult Education

An analysis of the Dale Carnegie speech training program. Paul Brownstone, Pennsylvania State U.

College

A descriptive study of student public speaking instruction and activities at the University of Michigan prior to 1885. Marvin Leonel Esch, U. of Michigan, 1956.

A study of the status of courses in communication skills in the American colleges and universities. Norman Ziemann, Northwestern U., 1956.

A study of the teacher-education aspects of speech in Negro colleges of America with specific reference to the relationship between training received and the teaching activities of teachers of speech to speech programs in Negro colleges. James S. Kennedy, New York U., 1956.

Critical Thinking

An investigation of the effects of college courses in argumentation and in discussion on critical thinking ability. Vernon E. Beckman, U. of Minnesota, 1956.

Drama

History of theatre in Mormon colleges and universities. Morris M. Clinger, U. of Minnesota, 1955.

History of drama programs in liberal arts colleges in Michigan. Helen Harton, Northwestern U., 1957.

A study of curriculums in educational theatre in the western states. Harold J. Stevens, U. of Denver, 1955.

Elementary and Secondary

A program of improvement of speech education for the public schools of Louisiana. E. R. Minchew, Louisiana State U., 1955.

History of speech education in the public schools of New Orleans, Louisiana. Sam Sherman, Louisiana State U., 1955.

Organization and administration of a program of speech improvement for the public schools of Louisiana. E. R. Minchew, Louisiana State U., 1955.

Listening

An experimental investigation of the relative perceptual efficiency of four approaches to listening. William Carson Lantz, U. of Southern California.

Teachers

Lew Sarett as a teacher of speech. Elaine DuCharme, Northwestern U., 1957.

Textbooks

A comparison of the treatments of reasoning in argumentation textbooks from the viewpoint of general semantics. Sanford Berman, Northwestern U., 1955.

ABSTRACTS OF THESES IN THE FIELD OF SPEECH, X

EDITED BY CLYDE W. DOW
Michigan State College

This annual compilation is limited to theses at the doctoral level. Unless otherwise indicated, the theses abstracted below were submitted for Ph.D. degrees awarded in the calendar year 1954. Where no abstracter's name appears it is to be assumed that the abstract was written by the author of the thesis. As a convenience to persons wishing to examine the original theses an asterisk following the subject entry indicates that the thesis is available on microfilm from University Microfilms, Inc., Ann Arbor, Michigan.

I. Fundamentals of Speech

Biggs, Bernice Prince, "Construction, Validation and Evaluation of a Diagnosis Test of Listening Effectiveness," U. of Denver.

The present study was devised in recognition of listening as a problem area in college freshman communication courses because of the need for information as to what factors constitute the listening process. A validated diagnostic instrument could give information concerning factors which make up the listening process and also aid in diagnosis of weaknesses. The present study was designed to: (1) construct a diagnostic listening test, (2) validate the test against an outside criterion, and (3) evaluate the test as to its independence from reading effectiveness and scholastic aptitude.

The listening battery consisted of subtests designed to measure the following areas: (1) ability to grasp the central idea of a speech, (2) ability to retain pertinent content and to make valid inferences, (3) ability to recognize main and supporting ideas in a speech, (4) ability to hear differences in meaning in similar worded statements, (5) ability to recognize correct or incorrect usage of a word, (6) ability to grasp meaning of a word from contextual clues, and (7) ability to comprehend oral instructions.

The criterion measure used for validation of the diagnostic battery was an instructor rat-

ing scale which consisted of five questions followed by three behavior descriptions for each question.

The Wherry-Doolittle Method of Test Selection was used in selection of the subtests to be used in the final battery and for computing the multiple correlation coefficient. Six tests of the original battery were included in the final test; the test designed to measure ability to recognize correct or incorrect usage of a word was omitted. The validity coefficient obtained was .6686. The reliability estimate for the entire test was $.7899 \pm .5.59$ of an obtained score.

Partial correlation coefficients were used to hold constant statistically measures of reading effectiveness and scholastic aptitude. Results of these coefficients indicated that the listening test and the measure of reading effectiveness were apparently measuring traits rather independent of each other. However, when the scores of the measure of scholastic aptitude were held constant, the correlation between the criterion measure and the listening test was reduced from .6686 to .5041. This result would seem to suggest that a trait or traits measured by the test of scholastic aptitude are present in the listening test and the criterion rating scale. One of the important recommendations of the study was that this relationship be further explored, particularly to determine if a trait or traits of listening effectiveness can be more sharply defined as independent or specifically related to scholastic aptitude.

Bilger, Robert C., "A Comparison of Monaural and Binaural Listening in Three Levels of Ambient Noise," Purdue U.*

The purpose of this investigation was to compare monaural and binaural speech reception in three levels of ambient noise under conditions selected to allow inference to actual listening situations.

Speech reception thresholds and the standard deviation of these thresholds were determined for four listening conditions (binaural, in phase; binaural, out of phase; monaural, wearing two phones; and monaural, wearing one phone) in three levels (55, 80, and 105 db) of an ambient noise whose spectrum was shaped

to resemble that of conventional aircraft. Thirteen normal hearing adults were tested, each under all twelve conditions.

The data were analysed by analysis of variance technique. With respect to the speech reception threshold data, the average binaural speech reception threshold was found to be 1.2 db lower than the average monaural speech reception threshold. This result is consistent with the degree of binaural summation reported previously for unmatched ears. However, in the 105 db ambient noise level, the one phone monaural threshold was found not to be different from the average binaural threshold. The "inter-aural inhibition" in this case was attributed to spatial separation of the signal from the noise resulting from intensity differences rather than to the phase differences reported in previous studies.

The standard deviations of the thresholds were found not to vary across noise levels. Threshold variability across noise levels has not been reported previously, but this result supports the previous conclusion that signal-to-noise ratio is the critical variable in the listening in noise situation. The binaural, out of phase, threshold was found to be more variable than the binaural, in phase, threshold. If this result is confirmed, the previous conclusion that binaural, out of phase, listening is superior for listening in high level noise will have to be revised.

Conboy, William Andrew, "A Study of the Retention of Speech Content as Measured by Immediate and Delayed Recall," Northwestern U.*

The purpose of this study was to investigate the retention of speech content as measured through immediate and delayed recall by a number of auditors. Empirical answers to four questions were sought. First, what is the amount remembered by listeners immediately after the presentation of a speech? Second, how accurately do listeners remember speech materials immediately after presentation? Third, what are the effects of delay on the amount and accuracy of speech retention? Fourth, how does opinion bias affect the amount and accuracy of speech retention, both immediate and delayed?

The method of written reproduction was employed to measure retention by the 600 college students, enrolled in speech classes, who served as subjects. Three five-minute speeches of advocacy (on topics involving varying combinations of affectivity and familiarity) were tape recorded for extended testing.

Each test situation was introduced to the subjects as an exercise in listening. The topic of a given speech was announced in question form, and the subjects were instructed to fill out the pre-test portions of Woodward shift of opinion ballots. Immediately following the playing of the recorded speech, they filled out the post-test portions of the ballots.

When the ballots had been collected, the subjects were instructed to reproduce the speech in written form. A period of thirty minutes was allowed for writing all they could remember.

After nine days delay, during which time no reference was made to the speech, the subjects were again requested to reproduce in written form the complete speech (as nearly as possible) which they had heard originally. Thirty minutes again were allowed for completion of the task.

The reproduction data obtained in this manner were analyzed quantitatively and qualitatively. The number of words written by each subject in both immediate and delayed testing were counted. In the same way, the number of speech items included and the number of errors committed were recorded. Errors encompassed transpositions (shifts in arrangement of major sections), distortions (alterations in meaning), and intrusions (additions).

Item by item scoring of each reproduction, with qualitative records of the kinds of changes in material, provided retention profiles for various types of rhetorical substance in both immediate and delayed recall.

The results of these analyses revealed significant differences between immediate and delayed recall. The amount of materials remembered in delay was approximately half that recalled in immediate testing. On the other hand, the number of distortions and intrusions almost doubled from immediate to delayed reproduction.

In about one out of ten reproductions, a one-sided biasing of the remembered speech material was apparent. The reproductions so biased (by means of distortions and intrusions) seemed to correlate generally with the opinions originally expressed by subjects on the speech argument. Also, subjects who favored the speech argument and subjects who shifted opinion from immediate to delayed testing tended to recall significantly more content than those who opposed the speech argument and those who did not shift opinion, respectively.

Garrett, Edgar Ray, "A Study of the Effect of Three Classroom Orientations upon

Stage Fright in Beginning College Speakers," U. of Denver.

The purpose of this study was to investigate in beginning college speakers in the classroom situation the effects of three operationally defined classroom orientations upon the alleviation of stage fright. These orientations were identified as Psychology of Speech (P), Speech Composition (SC), and General Semantics (GS). The (P) approach was that stage fright was normal and should be discussed. In the (SC) orientation stage fright was not discussed. The (GS) approach was that improved evaluations would aid in alleviating stage fright, and discussed it. Stage fright was defined by the Gilkinson PRCS. The Knower SAS was used to measure speech attitudes.

The experimental group included nineteen (P), fourteen (SC), and fourteen (GS) students. The control group (R) consisted of twenty-two students with no speech courses past or present. Twenty-three experimental subjects were matched with pairs (M): eleven (P), five (SC), and seven (GS).

Classroom orientations were assigned on a chance basis; the initial SAS was completed during the first class period; the classroom orientations were presented in the form of special manuals in public speaking, were discussed intensively for two days, and were periodically reinforced. The PRCS was completed by each subject immediately after his first speech. The PRCS retest was made following the sixth and final speech of the semester, with the SAS completed at the last meeting of the sections. The training period extended over five months.

The first sets of PRCS and SAS were completed by the (R) and (M) subjects after the experimental subjects had given their first speeches. The retest scales for the (R) and (M) groups were completed after the passage of approximately the same time interval as had elapsed between the testing and retesting of the experimental groups.

The data from the PRCS and SAS provided statistical findings which led to the following answers for the three questions which had been posed: 1. *Is there a difference in the effect of the three orientations upon PRCS—defined stage fright?* There was no statistically significant difference. The three experimental groups were significantly (.05) differentiated from the (R) group, however. 2. *If a difference is found, can that difference be accounted for on the basis of the classroom orientations?* No. The difference between the experimental groups and the (R) group could be explained only on the tradition-

al basis of training and/or experience. 3. *Can any relationship be shown between PRCS stage fright and speech attitudes as operationally defined by the Knower SAS?* There was no significant relationship. The only identifiable factor associated with the significant SAS changes was the presence of a discussion of stage fright in both the (P) and (GS) groups.

Upon the basis of these conclusions, the only recommendation available in this study about stage fright alleviation in the classroom is that students should have training and experience in the classroom. The findings of this study also show, however, that when stage fright is discussed in the classroom better speech attitudes result.

Gibson, Francis P., "An Experimental Study of the Measurement of Auditory Manifestations of Stage Fright by Means of Rating Scale and Film Sound Track Techniques," U. of Southern California.

The problem of this study was: To what extent can the stage fright of college speakers be measured by rating scale and film sound track techniques? The specifics were: (1) How reliably and validly can the overt auditory manifestations of stage fright be measured by a rating scale technique applied to the recorded voices of college speakers? (2) How will these findings compare with similar ratings by the same judges made in a "flesh" situation and from silent motion pictures? (3) How will ratings for "vocal effectiveness" by other "expert" judges compare with the ratings for stage fright and ratings for "general effectiveness?"

Fifty-three "expert" judges rated 30 student speakers on a 5-step (JR) scale for stage fright while listening to speeches recorded on film sound tracks. Later, 12 judges who had not previously taken part in the experiment rated the speakers from the same film sound tracks on a 9-step (VE) scale for "vocal effectiveness." These findings were analyzed and then compared with the speakers' subjective reports of fear or confidence as determined by their scores on Gilkinson's PRCS Inventory (PR), to Prall's findings on judges' ratings for stage fright "in the flesh" and from silent motion pictures, and to Gilkinson's findings on judges' ratings for "general effectiveness" on a 9-step (GE) scale.

Findings. (1) Split-half comparison for testing reliability of the JR scores resulted in an r of $+.97 \pm .010$. (2) Mean JR scores correlated $+.70 \pm .095$ with speakers' PR scores. (3) Analysis of individual ratings revealed such gross inaccuracies as to suggest that a single

judge's ratings from film sound tracks could not be relied upon as a measurement of stage fright. (4) Judges tended to underestimate student fears rather than to overestimate them. (5) Two speakers whose JR and PR ranked scores had shown extreme discrepancy in the "Flesh" Session still showed such discrepancy in the Sound Session, but only one showed such discrepancy in the Picture Session. Interviews with the four speakers who had shown such discrepancy in the "Flesh" Session suggested that in such cases the extent of emotional upset might be better determined by judges' ratings than by speakers' subjective reports. (6) There was an indication, although of low statistical probability, that judges' ratings were influenced more by auditory than by visual stimuli. (7) Multiple correlation of the mean JR's for the three sessions indicated that 90 per cent of the "flesh" JR's could be accounted for by purely auditory and visual stimuli, eliminating from double consideration whatever elements the two had in common. (8) There were indications that judges were more "accurate" in the Sound Session than in the "Flesh" Session, and more "accurate" in the Picture Session than in the Sound Session. (9) There was a tendency for judges to rate closer to the fear end of the scale in the Sound Session and to overestimate fear more and underestimate it less than in the other two sessions. (10) The reliability coefficient of the VE scores resulting from split-half comparison was $.84 \pm .055$. (11) The VE-PR correlation was higher than the GE-PR correlation reported by Gilkinson for pooled student ratings. (12) The VE-PR correlations for three committees of observers were higher than the GE-PR correlation for a similar committee reported by Gilkinson.

Abstract by MILTON DICKENS, *U. of Southern California*

Hensen, Ronald Gordon, "The Effect of Static Air Pressure in the External Auditory Meatus on Hearing Acuity," Ohio State U.*

The specific purposes of this study were to determine the effects of various static pressures in the external auditory meatus on (1) threshold sensitivity (2) hearing acuity at two loudness levels above threshold, and (3) speech intelligibility.

To determine the effect of pressure on threshold sensitivity, threshold measurements were obtained for 10 ears at each of 41 frequencies (from 100 to 8000 cps) at each of four pressure conditions (+10, +20, -10, -20 cm H_2O).

Obtained mean differences were evaluated by an analysis of variance. The interaction between pressure and frequency was significant indicating that the relative differences among frequencies vary from pressure to pressure. Threshold sensitivity was generally decreased from 5 to 12 db for frequencies below 1500 cps for the +10, +20, -20 cm H_2O pressure conditions. In the frequency range from 1500 to 2300 cps the +10, -10 and -20 cm H_2O pressure conditions increased sensitivity slightly. In the frequency range between 2700 to 3600 cps sensitivity was decreased about 5 db for the +10, +20, -20 cm H_2O pressure conditions. Sensitivity for frequencies above 3600 cps was only slightly affected by pressure. The -10 cm H_2O pressure condition had little effect on threshold sensitivity throughout the frequency range used.

To test the effect of pressure on hearing acuity at different loudness reference levels, five subjects made equal loudness balance judgments for six frequencies (200, 400, 1000, 1600 and 4000 cps) at 30 db and at 60 db above threshold under each of the four experimental pressure conditions. Thresholds for the above frequencies were also determined at each pressure condition.

Obtained mean differences were evaluated by an analysis of variance. As in the threshold sensitivity study, there was a significant interaction between pressure and frequency. Sensitivity for the lower frequencies 200, 400 and 1000 cps was generally decreased from 5 to 10 db for all three loudness reference levels for the +10, +20 and -20 cm of H_2O pressure conditions. The -10 cm H_2O pressure condition had little effect on this frequency range. The three higher frequencies of 1600, 2000 and 4000 cps were only slightly affected by the several pressure conditions. Loudness levels did not interact with any other factor. Loudness levels were not significantly different with respect to sensitivity. A slight decrease in sensitivity however, appeared to accompany an increase in loudness.

To test the effect of pressure on listening to speech, the responses of 10 subjects to speech intelligibility lists under each of five pressure conditions (zero, +10, +20, -10 and -20 cm H_2O pressure) were obtained. An analysis of the data provided no evidence that the pressure conditions of this study have any effect upon listening ability as measured by the Multiple-Choice Intelligibility Test, Form C.

Abstract by DOROTHY SHERMAN, *Ohio State U.*

Kopra, Lennart L., "Threshold Recoveries for Continuous and Interrupted Pure Tones Following Auditory Fatigue," Northwestern U.*

On four separate occasions each of twenty-four normal-hearing young adult subjects were exposed for three minutes to a 2000-cps tone at 105 db re .0002 microbar and, subsequently, traced their threshold recoveries with a modified Békésy audiometer. The test tones employed for the tracings were a continuous 3000-cps. tone and an interrupted tone of the same frequency with an on-off ratio of 1.40 seconds to 1.46 seconds.

Each subject underwent an initial practice session in which threshold was traced for three minutes, followed by a three-minute rest period (silence) and concluded by an additional twelve minutes of threshold tracing. Four experimental sessions followed in which each subject traced his threshold, then was given the fatiguing stimulus for three minutes and, subsequently, traced his recovery for twelve minutes.

Major results are summarized as follows: -

1. In the practice session, significantly better acuity for the continuous tone was observed after the rest period than prior to it. Threshold level for the interrupted tone remained stable throughout the entire practice session.
2. Two distinct levels of acuity, one for the continuous tone and one for the interrupted tone, occurred in the pre-fatigue thresholds.
3. Significant correlation of all pre-fatigue thresholds existed among the experimental sessions. However, the initial threshold shift and subsequent threshold levels of acuity during the recovery periods for both test tones were found to be independent of the pre-fatigue threshold levels.
4. The threshold recovery for the continuous tone continued through ten minutes of post-fatigue threshold tracing. For the interrupted tone, recovery leveled off by five minutes post fatigue. Recovery from fatigue for the two test stimuli showed that the interrupted test tone recovered more quickly and maintained a superior level of acuity during the entire recovery period.

It is theorized, as regards unfatigued thresholds, that the significantly poorer acuity before the rest period than after the rest period in the continuous-tone condition is the result of auditory adaptation to environmental acoustic stimuli, which subjects experienced prior to the test session. It is thought that the three-minute rest period, which was given within the practice session, was sufficient to allow

the ear to recover significantly from adaptation. Since no significant change in acuity level was observed for the interrupted test tone in the practice session, it is believed that this stability in acuity level is the result of a threshold for on-effects wherein adaptation would have no effect.

The more rapid recovery and better acuity which was observed for the interrupted tone are believed to have been due to the threshold for on-effects. Results of this study show that normal ears recover more quickly from auditory fatigue when an interrupted test stimulus, rather than a continuous test tone, is used to chart the course of recovery. It is concluded that the slower recovery and poorer acuity level for the continuous tone during the recovery process are the result of adaptation which retards escape from the effects of auditory fatigue.

Lambert, James David, "The Effect of Frequency Filtering on Consonant Recognition," Purdue U.*

This study investigated the effects of frequency filtering upon the recognition of certain consonant sounds when those sounds are uninfluenced by other speech sounds. Specifically, answers to the following questions were desired:

1. Will the elimination of certain frequencies below 2000 cps result in lowered recognition scores for English consonant sounds?
2. Will the elimination of certain frequencies above 2000 cps result in lowered recognition scores for English consonant sounds?
3. Will such filtering affect different sounds differently?
4. Where frequency filtering results in a reduced ability to recognize the consonant sounds, what substitutions are most likely to occur?

Six stop consonants (p, b, t, d, k, g) and nine fricative consonants (f, v, s, z, tʃ, dʒ, ʃ, θ, ʒ), were combined with the neutral vowel (ʌ) so as to form fifteen nonsense syllables of the CV type. These fifteen syllables were recorded by a young male adult who had normal voice quality and articulation. Using these fifteen syllables and by means of a process of dubbing, cutting, and splicing tapes, four lists of seventy-five randomly presented syllables were constructed. These lists were then read to forty college students with normal speech and hearing who recorded the consonants. Ten conditions of filtering were employed—high-pass 1000, 1200, 1500, 1700, 2000 cps and low-pass 1000, 1200, 1500, 1700, and 2000 cps. The re-

sults were analyzed for the effects of the various filter levels, for differences in their effect upon the sub-sets of consonants, and for their effect upon specific sounds. The substitutions made for sounds mis-identified were inspected for pattern of substitution related to filter effect.

Within the limits set by the experimental procedure and the techniques of analysis, the following conclusions are drawn:

1. When all frequencies above 2000 cps are present, the loss of frequencies below that level has little, if any, effect upon the recognition of the sounds (k, g, f, s, z, ſ, tʃ, dʒ, θ).

2. When all frequencies below 1500 cps are present, the loss of frequencies above that level has little if any, effect upon the recognition of the sounds (k, g, ſ, tʃ, dʒ).

3. The range of frequencies of primary importance in the recognition of the sounds (k, g, f, s, z, ſ, tʃ, dʒ, θ) lies above 1500 cps.

4. The recognition of the stop consonants (k) and (g) and of the fricative consonants (tʃ), (dʒ) and initial (v), is materially affected by the loss of frequencies below 1500 cps.

5. The loss of frequencies above 2000 cps results in a greater proportion of errors among the voiced sounds than among the voiceless sounds but shows a tendency for sounds of like quality to be substituted for the voiced and the voiceless sounds.

6. Loss of frequencies below 2000 cps shows no preponderance of errors among the sounds of either class but does indicate a greater tendency for a voiced sound to be substituted regardless of the type of sound missed.

Abstract by MACK D. STEER, *Purdue U.*

Malone, Sister Helen Daniel, S.S.J., "An Analysis and Evaluation of Phonemic Differences in the Speech of Boys and Girls at the Kindergarten, First, Second and Third Grade Levels," U. of Michigan.*

The purpose of this experiment was to investigate the relative frequency of occurrence of phonemes in the speech of boys and girls at the primary grade levels, and to apply the phonemic frequency index as a gauge of language development. Two basic hypotheses were tested: 1) There is no significant difference between the relative frequency of occurrence of phonemes in the free conversation of successive age groups of children divided as to sex; 2) There is no significant difference between the relative frequency of occurrence of phonemes in the free conversation of boys and girls of the same age level. The results were compared with

findings of other investigators who studied infant and adult levels.

Scores of phonemic frequency were obtained from tape recordings of spontaneous speech. Records of the free conversation of two hundred children were transcribed phonemically, and a running sample of 500 phonemes taken from each subject's conversation.

Comparison of percentage of phoneme occurrence between boys at successive levels, and between girls at successive levels, was made by examining mean percentage scores. The differences are not statistically significant, but indicate the trend of development. An examination of the two most distant levels, namely, kindergarten and third grade, offers evidence of a progression from an abundance of easy sounds to an ever-increasing representation of more difficult ones. However, when the results at each of the four levels are analyzed successively, they reveal departures from an even course, and specific regressions at the first and second grade levels.

Comparison of percentage of phoneme occurrence between the sexes of each of the four chronological age levels was made by examining the mean percentages for boys and for girls. The data suggest a slight superiority on the part of the girls in the direction of differences revealed, and a phonemic frequency score which more closely approximates that of the adult. Certain qualitative differences in speech and language merit further investigation.

Results of the alignment of these findings with those of Irwin on phonemic frequency at the infant level, and of Voelker at the adult level, indicate that third grade girls have a slight, but consistent, numerical ascendancy over third grade boys and more closely approximate the adult scores; that third grade as a unit shows a decided increment in relation to findings at the infant level, but falls short of adult level scores. The application of a summary of differences ratio reveals that the third graders have progressed only two-thirds of the way to adult status in phonemic frequency, as determined by Voelker.

Results are consistent with the concept that maturation of the individual is a decisive factor in this phonemic frequency score and concede a slight ascendancy of girls over boys in this language area.

Since the experiment has also demonstrated that these primary grade levels must still be regarded as transitional in the development of phonemic frequency, further investigation at higher age levels is indicated.

Mussen, Ethel Foladare, "A Study of the Relationship Between Measures of Speech Reception and Measures of Proficiency in Language," Ohio State U.*

One hundred normal-hearing college students were selected according to their ranks on the Ohio State Psychological Examination. There were ten subjects from each decile, divided equally as to sex. They were determined audiometrically to have pure tone thresholds of 10 db or better at 500, 1000, 2000, and 4000 cps. Individually all were administered three recorded tests of speech reception—spondees to obtain the speech reception threshold, PB's at 61 db (re .0002 dyne/cm²) for an articulation score, and a multiple-choice test at 41 db as an additional discrimination measure. The OSPE rank and the OSPE reading comprehension sub-score were used as measures of language ability. Each subject also wrote definitions for the Wechsler-Bellevue vocabulary test; the score was converted into a verbal intelligence quotient. A third language measure was experimental; the test consisted of guessing the missing letters in 16-letter phrases from which eight letters had been removed at random.

Pearson product-moment correlations were used to test the relationships among scores on the three speech reception tests, pure tone thresholds, and the language measures.

The multiple correlation technique was employed to evaluate the relationship between (1) speech reception threshold in db as the dependent variable and the three major language measures and four total pure tone thresholds as the independent variables, (2) the PB score as the dependent variable and the same seven independent variables, and (3) the multiple choice score as the dependent variable and the same seven independent variables.

In spite of the restricted range of pure tone thresholds significant correlations were obtained between these and the listening tests. It may be concluded that speech reception threshold is related to hearing for pure tones in the better ear, to hearing in either ear at 2000 cps, and to the total audiometric pattern. PB scores, however, are significantly related only to thresholds at 2000 cps. The multiple choice test results correlate most highly with the total thresholds for 2000 and 4000 cps and with the whole audiometric pattern. If these relationships are apparent even for normal-hearing subjects, they should be more marked where hearing loss is present.

The pattern of relationships among the speech reception tests cannot readily be explained. The

speech reception threshold has a low significant correlation with the PB test and a much higher one with the multiple-choice test. The PB and multiple-choice tests, however, seem to be totally unrelated; performance on one cannot be predicted from performance on the other.

According to the multiple correlations obtained for the normal-hearing subjects, hearing acuity at 2000 cps and language ability, as measured in this experiment, are relatively important determiners of performance on speech reception tests. Other factors not investigated are apparently even more important, as indicated by the large percent of variability in listening scores left unexplained.

Platt, James Harvey, "A Study of Personality Factors Common to Speaking, Listening, Writing, and Reading," U. of Denver.

It was the specific purpose of this study to discover if there are common personality factors which are responsible for general communication proficiency, or lack of proficiency, between groups of students selected by U. of Denver Basic Communication instructors from their classes who they considered to be "most proficient" and "least proficient" in general communication as shown by an analysis of the scores obtained by those students on the Lecky Individuality Record, the scores on the Case Communication Personal-Social Adjustment Inventory administered to the same students, and those same students' scores on the ACE Psychological Examination.

The procedure consisted of statistical analysis of part-scores for egocentric introversion, objective introversion, egocentric extroversion, and objective extroversion on the Case instrument; and part-scores for social confidence, optimism, cooperation, family relations, sex attitudes, work attitudes, neurotic symptoms, and physical symptoms on the Lecky instrument. A comparison was made between the total raw scores on the ACE Psychological Examination obtained for the members of the two groups. The method of bi-serial correlation was used for inter-group comparisons, and that for ungrouped data was used for the comparisons within the groups. There were sixty-four subjects in the "most proficient" communicator group and forty-six in the "least proficient" group.

An r_{bis} of +.742 resulted in comparing the ACE scores of the two groups, indicating that the two groups were homogeneous. The only significant discriminatory factors were egocen-

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tric introversion adjustment tendencies in communication (-.540) and general social confidence (-.317). Inverse trends were suggested in the comparisons of cooperation, optimism, work attitudes, and physical symptoms, but these were negligible. Personality factors, as measured by this study, apparently are not generalized but tend to be specific to individual situations. Particularly this would seem to be true in the case of social confidence.

Rees, Maryjane Bovingdon, "A Study of the Effect of Vowels, Some Selected Consonants, and Type of Initiation on the Perception of Harsh Voice Quality," State U. of Iowa.

The investigator proposed these questions: (1) In what order do vowels influence the degree of perceived harsh voice quality? (2) To what known parameter of the vowel might this order be related? (3) Is degree of perceived harshness of the vowel related to its environment? (4) Do voiced and voiceless consonant environments cause differences in degree of perceived harshness? (5) Do stop-plosive and fricative consonant environments cause differences in degree of perceived harshness? (6) Is abruptness of vowel initiation related to severity of harshness?

Each of the vowels [i], [ɪ], [ɛ], [æ], [ʌ], [ɑ], [ɔ], [ʊ], and [u] was combined with each of the consonants [d], [g], [v], [z], [t], [k], [f], and [s] to form a consonant-vowel-consonant syllable with the same consonant preceding and following the vowel. Each of these vowels was also combined with [h] to form a consonant-vowel syllable. In addition each vowel was studied in isolation. A group of twenty-four male adult speakers with clinically diagnosed harsh voices recorded these ninety syllables. Thirty-two listeners rated the syllables according to severity of harshness, and on the isolated vowels they judged each vowel for presence of abrupt initiation.

The order of vowels for all environments combined with respect to increasing severity of harshness was [i], [u], [ɪ], [ʊ], [ʌ], [ɛ], [æ], [ɑ], and [ɔ]. Severity of harshness of vowels appears to vary with height of tongue position, low vowels being perceived as more harsh than high vowels. Vowels in voiceless consonant environments are perceived as less harsh than vowels in voiced consonant environments. Vowels in stop-plosive environments are perceived as less harsh than vowels in fricative environments. Tense vowels are perceived as less abruptly initiated than lax

vowels; this is particularly true of high tense vowels. There seems to be little relationship between severity of harshness and relative abruptness of initiation of isolated vowels.

Abstract by DOUGLAS NOLL, State U. of Iowa

Sarracino, Louie R., "An Experimental Study to Determine Effects of a Beginning College Speech Course upon Personality Test Scores and Speech Proficiency Ratings of Twenty Mexican-Americans," U. of Southern California.

The purpose of this study was to investigate experimentally the effects of a beginning college speech course upon personality test scores and speech proficiency ratings of twenty Mexican-Americans. Specific questions were: (1) What aspects of self-adjustment and social adjustment were significantly modified by a beginning course in speech? (2) What relationship existed between changes in personality test scores and training in speech? (3) How valid, reliable, and feasible were the techniques of rating extemporaneous speeches by the speaker himself, the class, and a group of experts?

The Experimental Group consisted of twenty Mexican-Americans enrolled in a fundamentals of speech class, and the Control Group comprised twenty Mexican-Americans registered in the college but not enrolled in any speech course. Each group participated in the following procedures: (1) Four psychological tests were administered at the beginning and at the end of an eighteen-week period. (2) A three-to-five-minute extemporaneous speech was delivered by the subject at the beginning and at the end of the testing program. Both speeches were rated by the subject, by ten expert judges, and by twenty members of the class. (3) A short history of each subject was recorded.

Findings of the personality tests. Out of the thirty-one t-ratios computed from the Minnesota Personality Scale, the California Test of Personality, the Personal-Social Adjustment Inventory, and the Rorschach Ink Blot Test, only two were significant: an increase in (M) responses and a decrease in (W and w) responses on the Rorschach. Both of these significant changes were in a "favorable" direction. None of the other twenty-nine t-ratios were significant.

Findings of the rating scale. The eight categories from the rating scale for speaking effectiveness selected for statistical analysis were over-all effectiveness, appearance, poise, gestures, spontaneity, organization, tempo, and volume.

(1) Expert and (2) class ratings. A comparison of the difference of mean changes from the eight categories as rated by the experts and class indicated that the experimental group had made significant improvement in six categories: over-all effectiveness, poise, spontaneity, organization, tempo, and volume. In two categories, appearance and gestures, no significant improvement was made.

(3) Self-ratings. Self-ratings by the experimental group did not reveal significant differences in any of the eight categories measured.

Conclusions. Three general conclusions were: (1) A battery of psychological tests of an inventory type tended to indicate that beginning speech classes in college did not significantly change the personality test scores of Mexican-Americans. (2) Two of the scoring symbols of the Rorschach test showed a statistically significant and "favorable" change for the experimental group. (3) A rating scale tended to indicate that a beginning speech class did significantly change selected speech proficiency ratings in a favorable direction.

An increase in (M) responses on retest suggested an increase in self-expression, creativeness, and self-confidence; decrease in (W and w) responses on retest may have suggested a trend toward more detailed analytical observation and marshaling of facts.

Implications. Three of the implications concerning methodology were: (1) The personality tests of a self-inventory type, especially the California Test of Personality, appeared to have low validity. (2) The Rorschach test seemed to overcome some of the weaknesses of the self-inventory type of test. (3) The findings of the Rorschach test may have suggested ways in which the interpretation of the scoring symbols might be shortened for similar studies.

Abstract by MILTON DICKENS, *U. of Southern California*

Shapley, James Louis, "A Study of Loudness Reduction of Tones Presented to One Ear During the Exposure of the Opposite Ear to Noise," State U. of Iowa.*

If there is a relationship between attenuation and protection, a study of attenuation characteristics may lead to a system of detecting individual differences with respect to the inherent ability of ears to protect themselves against the deafening effects of excessive sound. The purpose of this dissertation was to determine the attenuation characteristics of a group of normal ears as a first step in the process of

establishing an attenuation norm and evaluating deviations from it in terms of protection. A noise was presented to one ear and changes in the loudness of tones in the opposite ear were observed by the subjects.

Sound conducting conduits were constructed to prevent loudness changes normally caused by peripheral masking associated with cross-hearing. A mon-aural loudness balancing procedure was developed to obtain the required criterion scores. These scores represented the difference in decibels between the physical intensities of two serially presented tones judged by the listener to be equally loud. This measure was regarded as a measure of the attenuation of the second tone brought about by the introduction of the noise stimulus in the opposite ear.

All possible combinations of the three following factors were administered to thirty-two female college students all of whom had normal hearing:

(1) the frequencies 125, 250, 500, 1000, 3000, and 4000 cps.

(2) four intensity levels of each of the above tones.

(3) four levels of "attenuating" noise, 60, 70, 80, and 90 db sensation level.

Each of the ninety-six combinations available from the above parameters was administered twice to each subject over a period of six weeks.

There was no simple relationship between the amount of attenuation observed in a tone and a noise increasing in intensity. Usually for low frequencies at a given intensity level, attenuation did increase with an increase in noise. For high frequency tones attenuation not only decreased with increasing noise levels but became negative, showing that a high frequency tone with noise sounded louder than an equally intense tone without the noise. Tone level was the parameter least affecting the magnitude of attenuation. For a given noise, soft tones were attenuated just about as much as loud tones of the same frequency. Frequency seemed to be the most sensitive factor. Differences in attenuation for different frequencies were most marked when the highest level of noise was used.

From the results of this study, it appears that the human ear has a protective mechanism quite similar to that of several species of animals having considerable protection against intense sound by virtue of the acoustic reflex. Under the experimental conditions of this study, college females with normal hearing apparently vary

considerably with respect to the general level of attenuation observed.

Abstract by DOUGLAS NOLL, *State University of Iowa*

Stallard, Owen McClure, "An Experimental Study of the Use of the Magnetic Tape Recorder in Improving the Vocal Aspect of Effective Speaking in the Extemporaneous Speaking Situation." Ed.D., Indiana U.*

The problem of this study was to determine experimentally if the use of the magnetic tape recorder would improve the effectiveness of the vocal delivery in the extemporaneous speaking situation.

This study was limited to the audible symbols of speech such as: rate, pitch, voice quality, articulation and loudness. The data were obtained from 130 men students in beginning Speech classes at Purdue University. Also, the experiment was conducted under the classroom speaking situation with the classroom having no special acoustical treatment.

Seven classes of Speech were divided into three groups with no attempt made to equate the groups. In the Control Group, the first one and one-half minutes of each student's second and sixth speeches were *secretly* recorded. The students did not hear these secret recordings, and no mention or use of the magnetic tape recorder was made in this group.

In Experimental Group I, the first one and one-half minutes of each student's second and sixth speeches were *secretly* recorded. The students did not hear these secret recordings. The first minute of each student's third, fourth, and fifth speeches were openly recorded in the classroom, and were played for the students. Each student formed his own criticism of his speaking; no instructor criticism was offered.

In Experimental Group II, the first one and one-half minutes of each student's second and sixth speeches were *secretly* recorded. The students did not hear these secret recordings. The first minute of each student's third, fourth, and fifth speeches were openly recorded in the classroom and were played for the students. Instructor criticism was offered.

A six-point rating scale was constructed to measure rate, pitch, voice quality, articulation, loudness and general effectiveness.

Six members of the Purdue Speech staff rated the secret recordings of each student's number two and six speech. The judges, working in

pairs, heard the recordings in a random order and in four two-hour sessions.

The method used was an analysis of variance; the basic variable being the difference between the mean rating of each student's second and sixth speech. The groups were tested for homogeneity and then a test of significance was applied.

Results. 1. The difference between the means of the subjects under the Control Method and those under Experimental Method I with respect to rate, pitch, voice quality, articulation, loudness and general effectiveness was not significant.

2. The difference between the means of the subjects under the Control Method and those under Experimental Method II with respect to rate, pitch, voice quality, articulation, loudness and general effectiveness was not significant.

3. A significant difference existed between the means of the subject under the Control Method and those under Experimental Method II with respect to articulation. However, this difference favored the Control Method rather than Experimental Method II.

General Conclusion. Within the limits of this study, the use of the magnetic tape recorder in the extemporaneous speaking situation did not increase materially the effectiveness of the vocal delivery.

Stevens, Cj, "Early American Phonology," Louisiana State U.*

This study, taking phonology as a focal point, gathers together the different phases and the different individuals of what may be called the pre-scientific era in American linguistics. Chronologically, this study begins with activity in colonial North America and ends at approximately mid-nineteenth century. Specific phases and certain individuals in the history of early American linguistic endeavor have been the subjects of various articles and of sections in longer works. No attempt has been made, however, to treat of the entire field with special emphasis on the phonological aspects.

The divisions of early American phonology, as conceived in this study, are twofold: (1) research and writing concerned with the languages of the North American Indians and (2) research and writing concerned with subdivision of the second of the two principal fields of inquiry, as given above, is the activity of American lexicographers. This phase of early American linguistic work is treated at some length, with emphasis on the phonological

aspects. Scholarly research and writing, during this era, having to do with non-English and non-American languages is largely ignored or dealt with merely in passing. Such research and writing tended to be in the areas of dictionaries, lexicons, and grammars, and of little phonological interest.

Important figures in the investigation of Indian languages are early missionaries such as Roger Williams, John Eliot, Josiah Cotton, Jonathan Edwards, David Zeisberger, and John Heckewelder. Early American scholars in this field include Benjamin Barton, Peter Du Ponceau, John Pickering, Henry Schoolcraft, and Albert Gallatin. Isolated from these was Sequoyah, the Cherokee genius.

Early investigation of American speech sounds begins with Benjamin Franklin and continues, importantly, with Du Ponceau, Pickering and James Rush. The discussion of lexicography necessarily centers on Noah Webster and Joseph Worcester, but the contributions of David Humphreys, Pickering, Lyman Cobb, and minor lexicographers are not neglected in this study.

Throughout this study, there is an attempt to evaluate and to compare these early endeavors in the field of phonology, both with respect to past and contemporary work and with respect to more modern concepts, theories, and practices.

Although no problems are posed for solution in this study, certain conclusions are inevitable: that early American phonology, despite obvious weaknesses inherent in the stage of development of linguistics in general and phonetics in particular in which the early phonologists functioned, accomplished significant work, made definite advances, and laid some of the foundations of the modern phase of linguistics and phonetics.

Tyson, J. D., "The Role of the Parietal Lobes in Speech," U. of Denver.

The purpose of this study was to discover what facts and scientific hypotheses appear to validate the teaching of motor movement patterns through such somesthetic stimulations to the parietal lobes as are employed in the Moto-Kinesthetic method of teaching speech.

Two sources were surveyed for the discovery of accepted facts and current hypotheses of somesthetic anatomy and physiology: 1. reputable, recent works in the fields of neurology, anatomy, and physiological psychology. 2. Reports, as published in scientific journals, of experimental findings in the two areas of ex-

teroceptive and proprioceptive stimulation. When, as often happened, a divergence of opinion was encountered, an effort was made to indicate the several points of view and the relative strength of each differing opinion.

Numerous exteroceptors and proprioceptors are generally believed to exist in the peripheral speech musculature. The principle of summation of somesthetic neural impulses is believed to create working spike potentials from rather minor stimuli to the somesthetic receptors. The exteroceptors, it is concluded, are capable, through their adaptability of initiating neural impulses from transient, brief stimulations of surface tissues. The deep-lying proprioceptors are notable, on the other hand, for the marked non-adaptability which allow them to create long-continuing proprioceptive neural impulses from long-continuing stimuli.

The readings are interpreted as indicating that the somesthetic spike potentials are cortically received in the post central gyri of the parietal lobes. Here they have, the readings indicate, peculiarly adequate connections with the motor area, the precentral gyri of the frontal lobes. The nature of these peculiarly adequate sensori-motor connections, it is concluded, enable the parietal lobes to play a significant role in laying down a cortical mnemonic neural trace, which can initiate, facilitate, inhibit and synchronize the future muscle movement patterns essential to speech.

The study resulted in the suggestion that, where possible, somesthetic stimulations designed to produce a desired muscular movement should be restricted to tactile and/or proprioceptive stimulation of the muscle system where the activity is desired.

The study appears to indicate that for the best results in securing correct motor movement patterns for speech, the significant potential of somesthetic stimulation to the parietal lobes should be integrated with auditory and visual stimulations.

Weiss, Arthur I., "Oral and Nasal Sound Pressure Level as Related to Judged Severity of Nasality," Purdue U.*

The purpose of this study was to investigate the relationship of oral and nasal sound pressure levels to judged severity of nasality. In order to complete this task seventeen subjects, who had been previously diagnosed by experienced speech clinicians as having hypernasal voice quality of various degrees of severity, were required to read a 161 word speech-test

selection. Two separate but simultaneous tape recordings of the subject's speech were made during the reading. One recording employed instrumentation which utilized a probe-tube microphone, inserted into one of the subject's nostrils, and a high fidelity tape recorder and associated amplifier system. The other recording employed an Altec microphone, placed eight inches in front of the subject's mouth, and a high fidelity tape recorder.

A high speed power level recorder was used to secure a permanent continuous record of the variations in intensity of the two speech samples for each subject. The mean sound pressure level of the nasal speech sample and the mean sound pressure level of the oral speech sample (obtained by the use of the Altec microphone system) were computed from the graphic record of the variations in intensity. These were then equated to compensate for differences in response of the two recording systems.

Fourteen experienced speech clinicians constituted a panel of judges who, using the method of paired comparisons, judged the severity of the hypernasality displayed in the tape recording of the oral speech samples. Scaled severity scores were computed from these judgments. The estimate of average inter-correlation of judges was found to be .861 and the estimate of the reliability of the scaled severity scores was .989.

Pearson product-moment coefficients of correlation were computed for various combinations of the criterion variables, i.e., the scaled severity scores and the mean sound pressure levels of the nasal and oral speech samples.

Within the limitations imposed by the experimental procedure, the following conclusions from this study seem warranted:

1. A marked positive correlation between the judged severity of hypernasality and sound pressure level in the nasal meatus is indicated by the obtained coefficient of +.741.
2. A substantial negative correlation between the judged severity of hypernasality and sound pressure level of the total speech production is indicated by the obtained coefficient of -.574.
3. A very strong relationship between the judged severity of hypernasality and some combination of the nasal and total speech sound pressure levels is indicated by the multiple coefficient of +.955.
4. A very high positive correlation between the judged severity of hypernasality and the difference between nasal and total speech sound

pressure level is indicated by the obtained coefficient of +.948.

5. A very high positive correlation between the judged severity of hypernasality and a direct ratio of the nasal and total speech sound pressure levels is indicated by the obtained coefficient of +.908.

Welsh, George B., "An Investigation of Some Predictive Factors in Auding Ability," U. of Pittsburgh.*

This is a study of the relationships between usually employed measures of auding ability and the underlying factors accounting for such relationships. "Auditing ability" is defined as the "gross process of listening to, recognizing, and interpreting spoken symbols."

The major hypothesis, that there is no significant difference between the usual measures of auding ability, was tested by Fisher's formula for the significance of a correlation coefficient by any cluster analysis. The minor hypothesis, that the relationships can be explained in terms of common factors, was investigated by means of a centroid analysis of the clusters derived in the foregoing test.

The sample population was selected from the first three grades in order to minimize effects of reading skill and of selectivity in school progress. Selection criteria were: IQ distribution in the school population, socio-economic status of parental occupation, successful performance on an audiometric screening test, and geographical residence that would permit association with other members of the grade group. A group of 20 was selected for each of the three grade levels in this manner.

The measures of auditing ability, selected because of their wide use of and their logical pertinence to this study, follow:

1. Mental Age, as derived from the 1937 Revision of the Stanford-Binet, Form L;
2. Vocabulary Mental Age, as derived from the same test;
3. Auditory sub-tests of the Monroe Reading Aptitude Test, Primary Form;
4. Auditory sub-tests of the Durrell-Sullivan Reading Capacity Test, Primary Form;
5. Rating by Teachers of individual's auding ability;
6. Rating by Parents of offspring's auding ability;
7. Sociometric rating by grade peers as listener;
8. Sociometric rating by grade peers as speaker.

The cluster analysis revealed common components or factors constituting operational unities in Tests 1, 2, 3, 4, 5, 6, as one cluster and in Tests 7 and 8 as a discrete cluster. This two cluster pattern appears at all grade levels, although Test 5, the Teacher Rating, belongs to no cluster at the third grade level. Centroid analysis of the first cluster yielded a common factor of maximum coverage, captioned "discrimination of oral verbal symbols," and a second factor of lesser coverage, termed "verbal mental level." At the first grade level, a third factor of minimum coverage was found, described as "retention of oral symbols." The second cluster, made up of the sociometric ratings, also yielded two factors: (a) a common factor of greater coverage, termed "association with oral experimental fund"; (b) a common factor of lesser coverage, described as "social interaction through oral symbols."

Therefore, the major hypothesis must be rejected, while the second may be accepted within the modifications imposed by rejection of the first. Practical applications of the findings seem to be that experience in listening must be specifically structured in the home, classroom, or clinic, in accord with its expected use.

Wood, Annetta Lois, "Breathing for Voice Production," Teachers College, Columbia U.

Because of the wide diversity of ideas about breathing for speech in books on voice production, a study was made of that topic as treated in elocution books published in the United States. The period selected for examination was 1800-1877 since few books published before 1800 included a discussion of breathing and since in 1878 and thereafter improved equipment was available for observing and recording both the processes of breathing for speech and the acoustic results of variations in breathing.

Declarative sentences called concepts were formulated by the writer from 293 ideas about breathing which were identified in the literature of elocution. Areas of accord and of discord concerning these concepts among the authors of elocution books were determined.

Attention given to these concepts by authors of works in physiology of the period was determined and areas of accord and discord between elocution and physiology authors were noted. Reports of research which concerned the concepts in both bodies of literature were recorded

and lags which existed in modifying older concepts in conformity with more recent scientific findings, and in admitting to the literature new concepts established by experiment were determined. Nineteen concepts about breathing were added from the literature of physiology because they amplified or modified concepts in elocution books.

All 312 concepts were classified into seven categories: I, Acoustic, concerning physics of sound; II, Hygienic, concerning healthful or harmful results of breath management; III, Educational, concerning regulating breathing and acquiring and teaching breath control; IV, General Anatomical and Physiological, involving ideas about body build and function in which no specific organs are concerned; V, Specific Anatomical and Physiological, concerning form and function of specific organs and muscles; VI, Neurological and Psychological, concerning the brain, nervous system and the volitional control of breathing; VII, 'Psychosomatic,' concerning the interrelationship of mind and body.

Criteria were established for judging whether authors "supported," "probably supported," "possibly supported" or "rejected" each concept. The results were summarized in tables. All statements upon which judgments rest were quoted.

Among the conclusions are: 65% of the concepts about breathing expressed in elocution books published before 1827 were derived from older British books; half were in Category III; 8% in Category V, and 3% in Category IV, .035 in Category VI and none in Category VII.

Rush's *Philosophy of the Human Voice* (1827) influenced authors who followed. Most elocution books published after 1827 contained a discussion of breathing (83%); only 10% of the concepts expressed were from older British books; 53% were classified in Categories IV, V, VI, and VII. Physiology books, while clearly explaining the process of breathing, offered little about breathing for voice production.

Thus, while authors of elocution books were growing increasingly aware of the physiological implication in breathing for speaking, and were seeking information about it in works on physiology, authors of physiology books were not directing information about breathing toward voice production.

By 1877, circumstances were ripe for joint research concerning breathing for voice production by elocutionist and physiologist.

II. Public Address

Beard, Raymond Standish, "A Survey of the Theories and Trends in Cross Examination from Ancient Times to Modern," Northwestern U.*

Even a cursory study of textbooks on argumentation and debate will show that their treatment of the cross-examination method is very limited with very little advice being given on how to ask questions and how to answer. Because of this scarcity of material it was felt that a study which synthesized the knowledge available from the legal writers as well as the speech writers would serve a useful purpose.

The study is divided into three chapters. The first investigates the classical approach, dealing primarily with the works of Aristotle and Schopenhauer. Their advice is organized and summarized, and the conflict in their philosophy of dialectic is discussed. The second chapter investigates the works of seven legal writers on the subject of cross-examination, summarizing their advice and analyzing their philosophy on the use of the cross-examination method. The third chapter discusses the speech texts containing direct advice on how to question and how to answer.

All the works reviewed are discussed according to the following outline:

I. The Nature and Purposes of Cross-Questioning

II. The Methodology of Cross-Questioning

A. Advice on Questioning

1. Manner
2. Matter
 - a. Hindering counter-refutation
 - b. Refuting your opponent

B. Advice on Answering

1. Manner
2. Matter
 - a. The most effective defense against refutation in answering the individual question
 - (1) Problems in the language itself
 - (2) Problems outside of language
 - b. Methods of answering questions that are related to the argument that the answerer has laid down.
 - c. Methods of preventing the questioner from establishing a conclusion.

III. Advice on Training and Practice in Cross-Questioning

- A. Gaining Skill in Arguing
- B. Gaining Knowledge of the Question

The fourth chapter entitled "Summary and Conclusions" includes a forty-nine page outline of the advice given by seventeen major contributors. Each piece of advice is listed separately by author with indications of lack of advice as well as contributions.

Besides being the most complete compilation of advice on cross-question arguments existent today, the work draws several conclusions. The first is obvious: that the modern argumentation text does not contain sufficient information on the cross-question method. The two remaining conclusions deal with the nature and purpose of dialectic.

The problem of ethics was examined. The legal texts and the modern argumentation texts were found to be fundamentally Aristotelian in philosophy. The purpose of cross-questioning is to sort out the truth or the correct conclusion from the statements made, the legal and speech texts usually say.

The paper also concludes that cross-questioning today differs from the dialectic of Aristotle. Instead of starting with "commonly accepted views" and using questioning to test the validity of the *conclusions*, the cross-examination of the law tests the truth of the *premises*, while cross-question debate tests *both* the premises and the conclusions drawn.

Boyd, Ernest Lee, "A Critical Study of the Doctrines of Persuasion in Speech and in Advertising, 1900-1953," Northwestern U.*

Upon undertaking graduate study in public speaking after having spent twelve years in advertising, this investigator sought to discover the influences which the textbooks in the two fields had exerted upon the development of principles of persuasion.

The following questions were thought to be significant in that their probable answers could reveal modern viewpoints on the nature, functions, power, limitations, and ethics of persuasion, and could reveal also what seemed to be characteristic techniques of audience analysis and the principles underlying modern persuasion methodology: (1) What is persuasion? (2) How were the definitions of persuasion derived? (3) Is there consensus or wide disagreement on definition? (4) What is the proper function of persuasion in an industrial democracy? (5) What power can it

wield? (6) What are its limitations? (7) What are its ethical bases? (8) Did the 1953 ethical bases seem to be compatible with the American socio-democratic ideal? (9) How did contributors to the literature approach the problem of audience analysis? (10) To what extent do the methodologies provide well-integrated bases for the persuasion process? (11) To what extent are the nature and application of the modes of support explained? (12) What guidance in the arrangement of the persuasive message can be found? (13) To what extent is the doctrine grounded in scientifically established principles? (14) To what extent has scientific method been used in developing, confirming, and applying persuasive techniques? (15) What are the attributes, aptitudes, and skills of the "ideal" persuader? (16) What seemed to be the predominant views on the training of the persuader?

Space permits only the barest statement of a few conclusions: (1) Speech textbooks more often draw their definitions of persuasion from

classical works in rhetoric; (2) Advertising textbooks make more extravagant claims for the power of persuasion; (3) Speech is much more concerned with the problems of ethics; (4) Advertising has more to offer concerning audience analysis in terms of mass media; (5) Speech has a much broader philosophic basis and a much more well-rounded, structured methodology; (6) Advertising has more interest in "sure-fire" patterns or recipes; (7) Both fields are short of scientifically derived principles, although advertising agents assert otherwise; (8) Speech authorities express much more faith in the teachability of principles to would-be persuaders; (9) In view of these findings, it seems that speech people need not turn so often to the literature of advertising in order to support their theories; (10) Each field could, however, learn something from the other.

From the viewpoint of this study, the ABC's of persuasion are Aristotle, Barnum, and Cicero.

Abstract by GLEN MILLS, *Northwestern U.*

(Continued in August issue)